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**DESIGNING AND IMPLEMENTING A NEW
APPRAISAL SYSTEM
FOR
THE MINISTRY OF DEFENCE POLICE**

VOLUME 1 and 2

A project submitted to Middlesex University in partial fulfilment
of the requirements for the degree of
Doctor of Professional Studies

by
Ranjit Manghnani

National Centre for Work Based Learning Partnerships

MIDDLESEX UNIVERSITY

April 2000

**DESIGNING AND IMPLEMENTING A NEW
APPRAISAL SYSTEM
FOR
THE MINISTRY OF DEFENCE POLICE**

VOLUME 1

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GLOSSARY OF TERMS

ACC	Assistant Chief Constable
ACPO	Association of Chief Police Officers
AMB	Agency Management Board
APT	Area Policing Team
ASR	Annual Appraisal System
AWE	Atomic Weapons Establishment
CCMDP	Chief Constable Ministry of Defence Police
CDD	Career Development Department
DCC	Deputy Chief Constable
HO	Home Office
HQ	Head Quarter
HRA	Human Rights Act 1998
IiP	Investors in People
JAR	Job Appraisal Review
KT	Key Target
LPP	Local Policing Plan
MDP	Ministry of Defence Police
MIR	Management of Information Report
MoD	Ministry of Defence
MPS	Metropolitan Police Service
OCU	Operational Command Unit

OSPRE	Objectively Structured Performance Related Pay
P & T	Personnel and Training
PACDAP	Personal and Career Development Action Plan
PDR	Performance and Development Review
PPM	Policy and Procedures Manual
PPRS	Performance Planning and Review System
PTC	Police Training Centre
RNAD	Royal Naval Armament Depot
SI	Supporting Information
SLA	Service Level Agreement
SMART	Simple and Specific; Measurable and Motivating; Achievable; Relevant; Timescales and Trackable
SPO	Senior Police Officer

CHAPTER 1

INTRODUCTION

Context of the study

When I started the project, I was Chief Inspector and the Head of Training for the Ministry of Defence (MoD), Police Training Centre (PTC) at Wethersfield in Essex. As the PTC was considered to be at the centre of the organisation, my role was seen to be that of a change agent. Therefore, I was an inside researcher. This raised two crucial methodological issues for the study. To ensure that the study was objective, reliable and valid, I had to take different approaches. Firstly, as the Head of Training, my role allowed me to quickly get to the core of the problem and I was able to generate extensive amount of crucial data. This challenged the organisational values and the power base of a hierarchical institute. The effect was complex, it meant that my learning was captured in a “personal way”. This study produced Volume I, which explains the design, test, implementation of the new appraisal process and my learning. It also demonstrates my capabilities as an inside researcher who is able to shape major organisational change. Secondly, I had to use extensive collaborative approach to counteract the possibility of subjectivity which I encountered as an inside researcher. The collaborative approach produced Volume II, which is the study’s tangible outcome. Volume II makes a professional impact on the whole of the Ministry of Defence Police (MDP) with a significant change in the organisation’s appraisal process. Further, as advocated by Bell (1997), being an inside researcher I had to maintain strict ethical standards at all times

MDP's historical background

The MDP was formed in 1971 from the amalgamation of three Departmental Constabularies, and since then it has continued to evolve under its own 1987 Police Act, and the Government's "Next Steps" initiative, to become a Defence Agency in April 1996. It is a disciplined body comprising of (Force Complement 1999) 3,749 civilian police officers who are accountable to the Secretary of State for Defence in the same way as the Metropolitan Police are accountable to the Home Secretary. Supported by 273 civilian staff it is a national force based at Defence establishments throughout the United Kingdom and is organised for national deployment to meet the overall operational needs of the MoD. It is the only fully firearms trained police force on the British mainland.

In common with other civilian police forces, it exists to uphold the Rule of Law, to protect and assist the citizen and to work for the prevention and detection of crime and the maintenance of a peaceful society, free from crime and disorder. All officers have full constabulary powers, enabling them to operate and translate these common principles within a Defence environment. Their powers enable them to deal with service and civilian crime and threats against the MoD at a local and national level. In addition, where appropriate, MDP provides support to other civilian police forces throughout the United Kingdom. On the other hand, in the prevention of serious crime, for example, of a terrorist nature, MDP officers are able to secure sensitive areas of the Defence Estate by recourse to carriage of arms, and may be deployed as armed police officers on tasks commensurate with their office. The Business Plan (1999-2000) highlights the MDP's aim and objectives, these are:

Aim

To provide effective policing of the Defence Estate and Community

Objectives

To prevent crime

To solve crime

To retain the confidence of the Defence Community

To deploy the Force efficiently

The role of the Training Centre

The Training Centre offers various police courses as required by the MDP, these include Recruits' training, Probationer Constables' courses, Investigative Interviewing, Sergeants' Development, Constables' Development, Community Race Relations and Inspectors' course. The PTC staff consists of five inspectors who undertake the responsibility of managing training programmes and twelve sergeants who perform the role of trainers, they are supported by five administration staff members.

Police appraisal

There are 43 different police forces within England and Wales. Each has a different appraisal system and each force have their own historical reasons for its appraisal process. Generally, appraisals had low profile and were not considered useful for operational police work. However, in the last 7 years two issues brought the focus of attention on the appraisals. Firstly, the impact of the Industrial Tribunal's decisions, now Employment Tribunal, where some police officers won media headline cases on grounds of discrimination and subjective assessments for specialist posts and promotions. This triggered the development of the national police promotion examinations for sergeants and inspectors the Objectively Structured Performance

Related Examination (OSPRe). Further, force promotion boards were replaced with assessment centres. Secondly, the Home Office (1993) Sheehy's report on the police service raised the issue of performance related pay. In its early response to the performance related pay, the Police National Board in April 1994, enhanced the pensional salary of inspecting ranks and above by over £3,500 along with immediate withdrawal of overtime payments. On 11 December 1995, the government made clear at the Police Advisory Board meeting for England and Wales, their position regarding drawing up of a new police regulation to establish the link between appraisal and pay. The Home Secretary further agreed that these new arrangements would have to be supported by an effective appraisal system to be used by all forces in the United Kingdom. A Steering Group was therefore set up to oversee the development of such a system. The project team undertook research into a number of areas, including motivation theory, the experiences of other public and private sector organisations which had introduced performance pay, the police appraisal system in existence, methods of objective performance assessment and the views of relevant groups and organisations. The outcome of this process provided a framework for a system, which was developmental, consistent with performance management programmes in forces and capable of supporting appraisal related pay as required. However, there was considerable resistance from the rank and file members with genuine concerns that the appraisal system would be used to discriminate and financially penalise police officers. Many police officers believed that their line managers did not have the ability to objectively appraise their performance and therefore felt it would be an unfair policy for them to decide on pay increment. The intensity of dislike for this proposed policy was so great that for the first time in recent British history, officers from all over the country attended a federation meeting

at the Wembley stadium to protest. Under this pressure, the Steering Group recommended that at present, the police performance and pay should not be linked. This was reluctantly accepted by the Home Secretary. However, the Steering Group's research work did lay the foundation for an appraisal process. The process was published in the HO circular (1996), it was deliberately left loose and flexible with recommendation that it should be developed and contextulised to the needs of individual police forces. Since then, various forces have embarked on the appraisal route, some have adopted the Steering Group's recommendations whilst others have not.

The current MDP's staff appraisal process

The MDP's Annual Staff Report (ASR) was initially designed in 1974. This was aimed only at the police officers. The support staff members being civil servants came under the umbrella of the civil service appraisal system. In the 1980s the MDP ASR was amended slightly to allow officers to view their assessment, otherwise the appraisal system has remained unchanged (see Appendix "A"). In 1998, an addition was made to the ASR, to satisfy the requirement for the achievements of the IiP (Investors in People) standards. This was done by the attachment of two documents, that is, the individual training plan and the personal objective performas. These two documents had been directly imported from the MoD civil service appraisal system and therefore, did not sit effectively with the appraisal system. For example, one sergeant wrote in his personal objective performa, "to purchase and move into accommodation within the Essex area". Anecdotal evidence gathered suggested that the ASR system worked in isolation and had little bearing on the corporate and local policing plans of the MDP. Information gathered indicated that within the Force there

was a strong tide against the current ASR because it was considered subjective and had negative impact on most officers. There was an issue of unprofessional culture and nepotism. In reality it was a very poor appraisal system and the effect of this has been highlighted by Coles (1999), she explains that poor appraisal process can make an individual either a star or a turkey, it all depends on who did the last appraisal. I was concerned that the MDP's poor appraisal system was well embedded within the organisation's culture. It was not moving forward but sinking in its own weight. I wanted the Force to be at the leading edge of the police service and felt that if I could take the appraisal system out of the cultural web and use it as a well-oiled machine to propel the Force it would have a major impact on the organisation.

MDP's Culture

Firstly, I wanted to find out the impact of the existing organisational culture on the MDP officers. In July 1996, I conducted my first test on 39 newly recruited police officers. These probationers had just joined the police service and were undertaking the first phase of the 15-week foundation programme at the Training Centre. I split them into smaller groups of four or five officers and each group was separately tasked to respond to the following five questions:

1. Their perception of the Force;
2. Perception of their police station;
3. Their view of an MDP officer;
4. Their view of a Home Department police officer;
5. Their perception of the Police Training Centre.

They were given 30 minutes to work in their groups and produce a perception picture on a flip chart for the presentation to the rest of their colleagues. The findings of the perception drawings were very encouraging and positive. For example, one group described MDP officer to be like a "Swiss knife" extremely versatile, effective and

able to tackle most of the job in an emergency situation (see Appendix "B" - Before). Others perceived that they were equal if not better than their Home Department Police Force colleagues. I carried out my second test in November 1997 when the same probationers returned to the Training Centre for an additional two-weeks of training. This was for the next phase of their post foundation-training programme. These probationers had been in the organisation for over 15 months. I gave them the same five perception questions and asked them to respond under the similar conditions as previously. This time there was a significant shift in their perception, the findings showed (see Appendix "B" - After) that the impact of the culture was dinosauric and was crushing them, they felt embarrassed with their colleague's archaic style of policing. Whilst others felt so frustrated that they wanted to leave the profession. Most officers indicated that they worked just like monkeys. When questioned what they could have done to change this situation, the unanimous response was:

"It is too late, you can't do anything, now."

Within 15 months, these probationers had lost all their energy and enthusiasm. The probationers had just joined the police service yet they believed that it was too late to take action and felt that they did not have any power to bring about changes within the organisation. I was extremely disappointed, considering that these probationers were selected from over 3,000 applicants and the Force had spent a significant amount in the training cost. As Braham (1996) said, it is painful for individuals to stand by and watch their company inhibit learning. In my view, the impact of the MDP culture has been to dis-empower its people with such severity that individual officers do not have

the confidence or even the synergy to make changes. This situation has been described by Garratt (1994):

“Once in, it is hard to escape. Accepting the situation decreases dramatically the ability to learn and adapt.”

This survey highlighted to me that unless the MDP was prepared to change its culture, the Force might not exist within 10 years. We could be swallowed up by the various Provisional Home Department Police Forces where the MDP officers are deployed. This would be advantageous for those police forces, as they would be able to increase their police strength without having incurred cost on selection, recruitment, training and promotion. In my view, this would be a tremendous waste of the MDP. My subsequent interviews with other key police officers indicated that there was a strong and urgent need for someone to take the lead to bring about relevant changes in the Force’s culture. Officers wanted a more participative and effective style of management where power based and position of rank was not used to disadvantage them or restrict their development. However, before attempting to change the organisational culture one needed to understand what is culture?

What is culture?

Garratt (1994) advocates that culture means, the historically transmitted beliefs, behaviour, symbols and values of an organisation. It is in essence the “web of significance” we spin ourselves via our organisation’s symbols and practices and into which we often unconsciously and uncritically lock ourselves. In my view, every organisation has its own culture. Some organisation’s cultures are unique because the organisation may itself be unique. However, the majority of organisation’s culture do overlap. For example, there are some similarities in a hierarchical culture like police,

prison service, customs and excise and armed services. Culture helps to identify an organisation, therefore, it is a misconception to say that we must try to banish the culture. It is important to first find out what kind of culture the organisation possesses and who has the responsibility for developing an effective culture. According to Garratt (1994), managers have a duty to encourage a culture of learning throughout their organisation and manage the different layers of “culture” within their organisation to achieve this.

How to change MDP's culture

I felt that an effective ASR system could herald a process to bring about this much wanted change. Grote (1996) said that if anyone wants to bring about serious and major organisational cultural change then they should look at the performance appraisal system, this could be the source of the most significant organisational redirection possible. In the past, I was able to bring about a new training ethos albeit to small numbers of officers (48). However, my influence went much further than the PTC and I have experience on how to make an impact on the culture. This was evidenced by my achievement of the IiP award for the Training Centre well before other police organisations. On the other hand, I also knew that if I did not take the initiative then the Force ASR would remain the same for the foreseeable future. Though the Force appraisals did not come under my jurisdiction, this was the responsibility of the Career and Development Department (CDD), but so far, there was little energy from anyone in that department to progress on this issue. At the same time, I was very keen and felt that I had the capabilities to make a difference and I was looking for a big challenge. The design and the implementation of a new appraisal system for the whole Force would satisfy my needs. Therefore, the

challenge was to design a new appraisal system, which would empower officers through self-development, to take responsibility for their own performance and bring about change in the MDP culture. This will have an impact on the behaviour. So, I thought if I was able to change the behaviour of police officers, then the reinforcement of this new kind of behaviour would help bring about a positive attitude.

Within an organisation, the responsibility of learning lies with both the organisation and the individual. Braham (1996) suggested, that the organisation should provide an environment which is supportive of learning where individuals feel that their learning would be utilised to make a difference to the organisation's outcome. Whilst on the other hand, the individual should feel a deep hunger and an urge for learning. The individual should realise that it is their responsibility for translating knowledge into learning on a daily basis. I wanted the new appraisal system to be embedded into this kind of ethos.

Before embarking on the design of the new appraisal process, it was important for me to be aware of the Force's politics, its power and my position within the organisation. According to Professor Gupatra (1997), it is important for people in any organisation to take time to understand the "organisational power" they are dealing with. I wanted the appraisal project to be sponsored by the top-level portfolio holder on Personnel and Training (P&T) and this was the Assistant Chief Constable (ACC). The next chapter describes how I managed to get support from the ACC (P&T) and other top-level management members to support and sponsor the new appraisal system for the whole Force.

CHAPTER 2

ESTABLISHING THE PROJECT TEAM AND ITS TERMS OF REFERENCE

Support and commitment of top level management

I sought an appointment with the ACC (P&T) to discuss the impact of the MDP culture on the probationers. During the discussion, I produced the flip charts of the probationers' perception of the Force. ACC (P&T) shared my concerns and raised the issue of bringing cultural change within the MDP. When I proposed that the cultural change could be initiated through the design and implementation of a new appraisal process, he readily agreed. I volunteered and took the responsibility for the project with the intention of working in collaboration with key personnel from other departments. In addition, on two separate occasions when the Chief Constable (CCMDP) and Deputy Chief Constable (DCC) visited the PTC to address Inspectors' and Sergeants' courses, I took the opportunity to raise the issue of MDP culture. Both shared my concerns and the DCC asked me to display the flip charts with captions during the seminar for the Operational Command Unit (OCU) commanders and Senior Police Officers (SPOs). This annual conference took place on 15 September 1998 where I presented the findings of the probationer's perception and the impact of the MDP culture to 120 OCU commanders and SPOs. Earlier, on 4 September 1998 ACC (P&T) officially sponsored the new appraisal project. I interviewed him with a purpose of identifying parameters of the project (see Appendix "C"). In this interview, the Sponsor said that he wanted the new appraisal system to take us forward. Travel, subsistence and other desktop project cost were to be borne by the Personnel and Training department. There was also a facility to draw on a small

budget of £1,000 for use of external verification of the project. I also secured the commitment of the CCMDP through his endorsement of a Force Order (1998). This served two purposes, firstly it demonstrated a firm commitment by the leader of the organisation and secondly the Force Order briefed all police officers on the new appraisal project.

Project team

The Sponsor gave me the freedom to choose the team members. Previously I had painfully learnt the significance and importance of choosing capable officers for teamwork. I thought about BelBin's profile and wanted officers to have different preferred styles and strengths to operate within the team. In reality, I did not have the freedom of choice as initially suggested by the Sponsor. Firstly, there was an issue of cost, therefore, my selection had to be from officers based at MDP Wethersfield, Headquarter. Secondly, other departments would be very reluctant to release their officers for the project without a complicated, politically negotiated business case. So, I picked the team from the PTC and Career Development Department (CDD). These were Police Officer "P" who was the Force Career Development officer and the appraisal system was his responsibility. The other team member was Police Officer "Q", she was the Force Recruitment officer and was recently promoted from the PTC. I therefore knew her capabilities, she had excellent training skills and was able to challenge issues, in particular, on ethics. In addition, she was a woman officer and in my view, this was important for the MDP where very few female officers are empowered to undertake key roles or tasks. My final selection was Police Officer "R", he had recently qualified as a trainer and had excellent computing skills. In addition, I wanted to use the Force Equality Opportunity Adviser to take the responsibility of internally validating the new appraisal system. I felt that the direct

link with the career development, training, recruitment and equal opportunities would be of significant importance for the new appraisal. So, the team was established and ready to commence its function. The first team meeting drew up a written contract about individual's needs, fears and expectations. My theme for this collaborative work for the team was to help them succeed. However, as the project moved forward the team did not perform as I had expected, the reasons are explained in Chapter 8.

The action research journey

I would describe the methodology for the project as an action research train journey. Police officers would board the train at various stops, en route to its destination of the new appraisal process. The train successfully completes its journey when it arrives at its destination fully loaded with all MDP officers on board. I wanted my research approach to be embedded in a practical world of policing and my intention was to apply purposeful actions, based on praxis to drive the project forward. I felt that the anchoring of the new appraisal system in the operational policing culture was the key to its success and credibility. I decided that the methodology for the new appraisal project should be carried out in stages. I had a vision of actions that I would need to undertake before live implementation of the appraisal system. I wanted the stages to be formative and on completion of each stage the findings would provide me the evidence to alter and take purposeful actions to develop my methodology for the next stage. This would ensure that I kept my project on its track and destination.

CHAPTER 3

REVIEW OF THE EXISTING AND RELEVANT OTHER APPRAISAL SYSTEMS

The first step in the design of the new appraisal system

According to Dulewicz and Fletcher (1989) appraisal systems should be at the heart of an organisation's human resource policy. This was not the case with the MDP. They further warned that there was no blueprint for the perfect appraisal scheme, it very much depended on the structure and the culture of an organisation. I did not want to start from scratch. For example, my deskwork research revealed that there had been extensive work undertaken by other organisations on appraisals. I decided to use the findings and recommendations of the appraisal system suggested by the HO circular (1996) sent to all chief officers of the police. The suggested generic nine policing skills, which have been explained in Chapter 4, would be the foundation for the MDP's new appraisal system. The Sponsor in his interview had also supported my decision, when he said that the "core skills should be the bedrock" of the new system. So I wanted to use the existing ASR procedures to seek out through a sample survey the problems of the existing ASR and issues that the new appraisal should address. The survey would serve an important point, it would involve officers within the Force from constables to chief superintendents in the design of the new appraisal system. This view has been supported by Dulewicz et al. (1989), according to them one of the key processes to adopt from the outset of designing an effective appraisal system is the "involvement". Involvement of people who have to operate the system. However, I disagree that it should only involve people who have to operate the system, as it is also important to involve people who are subjected to the appraisal

system. Within MDP and other police forces except at constable's rank, every one else is an appraiser and an appraisee. Excluding constables from the involvement would mean that I would not get the full picture of the culture within which the appraisal system had to operate.

Review of the existing MDP's appraisal system

As indicated earlier, the first stage of my methodology was to find out the problem with the MDP's current ASR system. To answer this question, I reviewed the existing appraisal system. This was done by a postal questionnaire survey. The survey was carried out between 3 December 1998 and 11 January 1999. I used the Force nominal role for October 1998 and randomly selected officers as follows:

- | | | |
|----|-----------------|---|
| 1. | Constables | every 28 th officer, a total number of 100 (3.5%); |
| 2. | Sergeants | every 6 th officer, a total number of 100 (16.6%); |
| 3. | Inspectors | every 2 nd officer, a total number of 60 (50%); |
| 4. | Ch Inspectors | all chief inspectors, a total number of 55 (100%); |
| 5. | Superintendents | all superintendents, a total number of 29 (100%). |

This selection process ensured that the sample represented all ranks and specialised posts based at England, Scotland, Wales and Northern Ireland thus covering the whole of the MDP. Earlier I had piloted the questionnaire for validation through 14 newly promoted operational sergeants who had been undertaking development courses at the Training Centre. Three hundred and forty four questionnaires (see Appendix "D") were dispatched, 9.2% of the total population and it consisted of five questions. The aim of the survey was to determine the satisfaction and effectiveness of the present staff reporting procedures and how this could be improved. This was through the combination of open and closed questions. The design was purposefully kept simple and ample space was provided for qualifying remarks after each question.

Response rate and findings of the initial survey

In order to increase the response rate, I enclosed a prepaid envelope and required the questionnaire to be returned to the Police Training Centre by 11 January 1999. In my view 5½ weeks for the return was generous but considering the Christmas break it was a realistic cut off date. A total of 168 useable questionnaires were returned representing an overall response rate of 49%. This was slightly below what I had expected as the issue affected all officers and had a direct bearing on how the new appraisal process would be steered. On the other hand, I was very encouraged that despite the questionnaire returns being anonymous, many officers wrote their name, rank and number for me to contact them should I wished to clarify points they had raised. I worked in collaboration with Police Officer "S" based at Atomic Weapons Establishment, Burghfield to analyse the questionnaire data. According to him, the quality of the returns was exceptional. Evidence showed that a great deal of care and attention had been devoted to the completion of the questionnaire by a majority of respondents. To analyse the data Police Officer "S" utilised specialised software using "question literals" to collect adjectives and verbs.

Satisfaction with the ASR procedures

Fifty-six percent of respondents said that they were dissatisfied or very dissatisfied with the annual staff reporting procedures. One officer described the procedure to be degrading and humiliating, the officer added that it was like being back at school. The officers were asked to give explanations for their dissatisfaction. The main concern seemed to be the subjectivity on the part of the reporting officer and the lack of guidelines for accurately assessing the box markings.

"It is all too often subjective, poorly evidenced and fails to provide a reasonable standard across the board. The variation which occurs between assessors has a dramatic effect on individuals once they discuss matters in their peer groups."

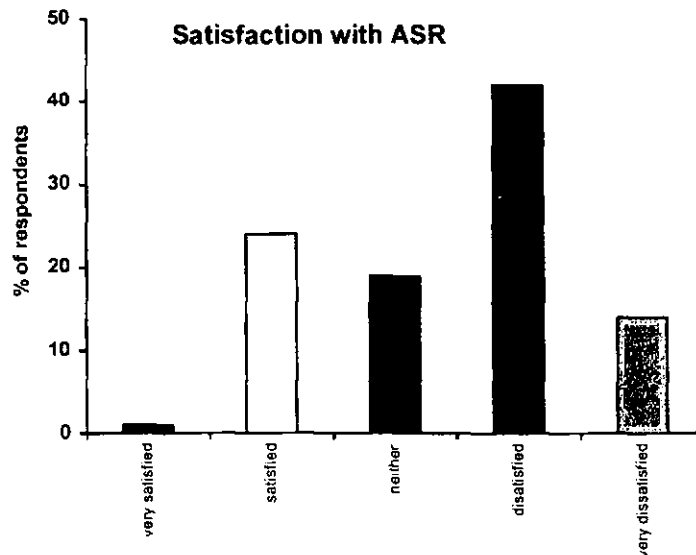


figure 1

Officers scathingly attacked the skills and commitment of their first reporting officer.

I was astounded at the ferocity of the comments made.

"Often those judging are not fit to judge."

"What do they prove, it is often a question of 'where do I sign', see you next year."

One supervisor admitted skills deficiencies of peers.

"I believe more training should be given to supervisors and managers with the aim of increasing awareness and skills regarding the completion of appraisals. Speaking as a supervisor, I know my colleagues who display significant shortcomings in this area. Surely an appraisal system can only be as good as the managers who implement it!"

Other explanations included the futility of including comments from the second reporting officer, who in most cases was a complete stranger to the officer being reported on.

"Managers feel that it is some thing they have to do so they will spend a couple of minutes on it."

In general, there was a feeling of confusion within the Force about the purpose and benefit of the ASR. Some said that it should be only for those officers who were seeking promotion or applying for specialist's posts. Others shared the sentiments of the following comments:

"What is the point of conducting a JAR (Job Appraisal Report) with an officer who is near the end of his/her career?"

"In reality I don't see a need for an ASR in the MDP, how can you action plan for standing on a gate with a rifle."

"ASR should be scrapped."

This was further evidenced when in May 1999 I presented the survey's findings to the top-level Agency's Management Board (AMB) members. I asked the members, what was the purpose of the ASR? I was surprised that individual members gave their personal views, for example, one said, the purpose was to get the best from our staff. Whilst another suggested that, it should be to fulfil aspiration of a police officer. I was also informed that if we were a business, then to be a successful business, the purpose of appraisal should be to ensure performance from our staff was for making profit. Now even I got confused. When I probed further as to the rational behind their comments, they agreed that it was their personal view. I thought, how does the organisation expect its police officers to know what the purpose of an ASR is when

the AMB members themselves share different views. No wonder, there is so much confusion and individual officer's expectations are not met. I decided that the first issue that needed to be tackled was to write a statement of purpose for the new appraisal system and then sign up the CCMDP and the Defence Federation through the Sponsor. This process is explained in Chapter 4.

Many officers felt that the value of the staff report is lost, as they had not received an ASR for a very long time, in one case, four years. They argued, if ASR is so important to the Force then why are they not completed on time? I carried out further research and discovered that on average, half of the Force complement had their report submitted late. This is evidenced by the Civilian Personnel Management report (1998/99):

<i>Grade</i>	<i>% of Reports Submitted Late</i>
Chief Superintendent	100%
Superintendent	52%
Chief Inspector	54.5%
Inspector	57.6%
Sergeant	38.1%
Constable	34%

Table 1

I was surprised at the percentage of reports that were submitted late. How could this help fulfil individual police officer's aspirations as suggested by the AMB members? On the other hand, 25% of officers were satisfied with the existing appraisal system, one officer said:

"In writing staff reports, I feel I take an active interest in the officers development and potential. I do not feel all reporting officers do the same. Whilst saying 'satisfied', I do feel there is scope for greater improvement especially if it were changed along liP lines."

Effectiveness of the ASR system

Nearly half of the officers stated that ASRs are ineffective, whilst 24% said that they are effective. Numerous remarks reflected the opinion that supervisors treat ASRs as a chore, which has to be done. Some qualified this remark by stating that supervisors are unable to dedicate quality time towards development of staff. The effect of this has been captured by Moore (1999, p3) who said, “If you don’t spend time with your people, they are not your team, they just work for you.”

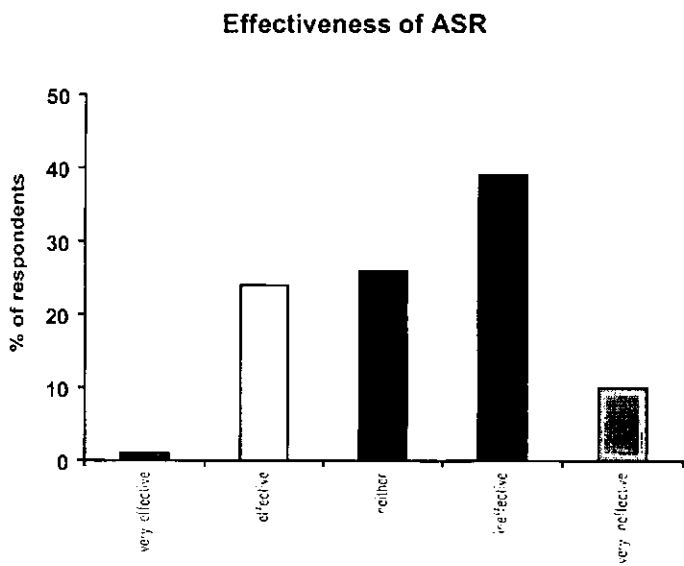


figure 2

Many felt that the ASRs did not reflect their performance for the whole year. Some said that the staff report is not looked upon as an important part of their career or development, except for those seeking promotion. Following were some of the comments made:

“At the moment, you can work non stop, display all the necessary criteria throughout the reporting year and still get nowhere.”

“ASR is like MOT certificate, only effective on the day it is signed.”

“The ASR procedure is not effective at all. It is an annual ritual that reporting officers have to go through.”

One officer who thought the ASR was effective gave the following reasons,

“The procedure of writing an ASR on an officer is effective enough in itself.”

Satisfaction with the categories of assessment

Forty-nine percent were dissatisfied or very dissatisfied with the categories used to assess them. The overall feeling was that there are too many categories and that they either duplicate themselves or are not relevant to the particular task. A significant proportion wrote that the categories are too vague and should be centred more towards the assessment procedures and policing core skills,

“The staff report should include more police related subjects ... the size of the document also needs to be streamlined.”

Whilst 35% indicated that they were satisfied. According to one officer there was ample scope to write a fair and objective report. Whilst another said:

“I achieved an excellent report but only because I am in a position where my abilities are used and my inability's can be hidden. I am not as good as my report would let you believe.”

Different appraisal system for the Force

This was a straightforward yes/no response. Seventy-six percent replied yes whilst 24% replied no. Vast majority were in favour of change, but were unsure what to replace it with. A proportion of respondents who answered “no” agreed that the present system could be used better.

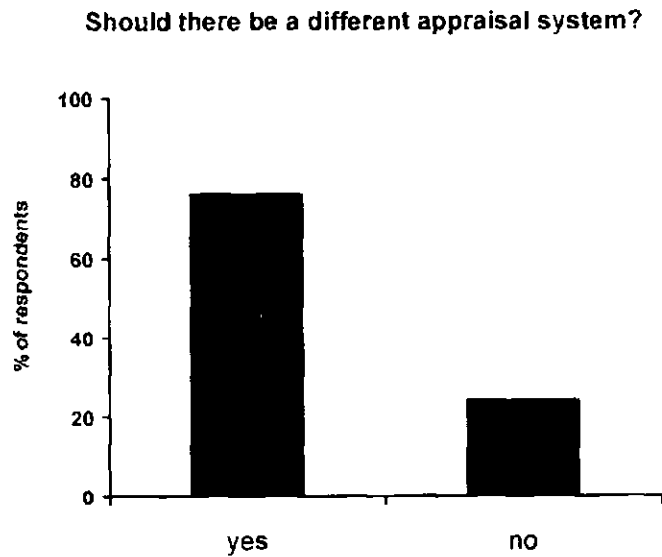


figure 3

Some of the comments made were:

"The existing system is totally inadequate and ineffective. Appraisal systems must reflect today's needs for policing."

"I would like to see a self assessment system."

"I believe that the appraisal system should be based on the same competencies as the assessment centres with a wider marking margin than present."

"Radical change would be refreshing."

Suggestions for improvements

This question contained options where respondents were encouraged to tick as many or as few boxes as appropriate. Of a maximum possible return of 2,352 responses, the survey recorded 50% agreement to the categories specified. Findings indicated that most officers were in agreement that "evidence required to support comments" was the most significant improvement that could be made. This category scored highest

with 118 responses. This was followed up by a preference for grading boxes to be scaled from 1 to 7, scoring 103 responses. Rated third highest was the opinion that the ASR should assess officers against core policing skills this scored 95 responses.

Of least importance was the need to conduct “interim reviews” at one monthly intervals, every quarter was the preferred choice. The second least popular category, scoring 9 responses, was the proposal to reduce the number of grading boxes to 3. This was followed by “no second reporting officer”, implying that the second reporting officer does, in general, have a role in the procedure. This observation should be treated as suspect since a significant number of respondents, earlier had made the comment that the second reporting officer had little or no knowledge of the individual being reported on. The wording of the question may have slanted this particular result.

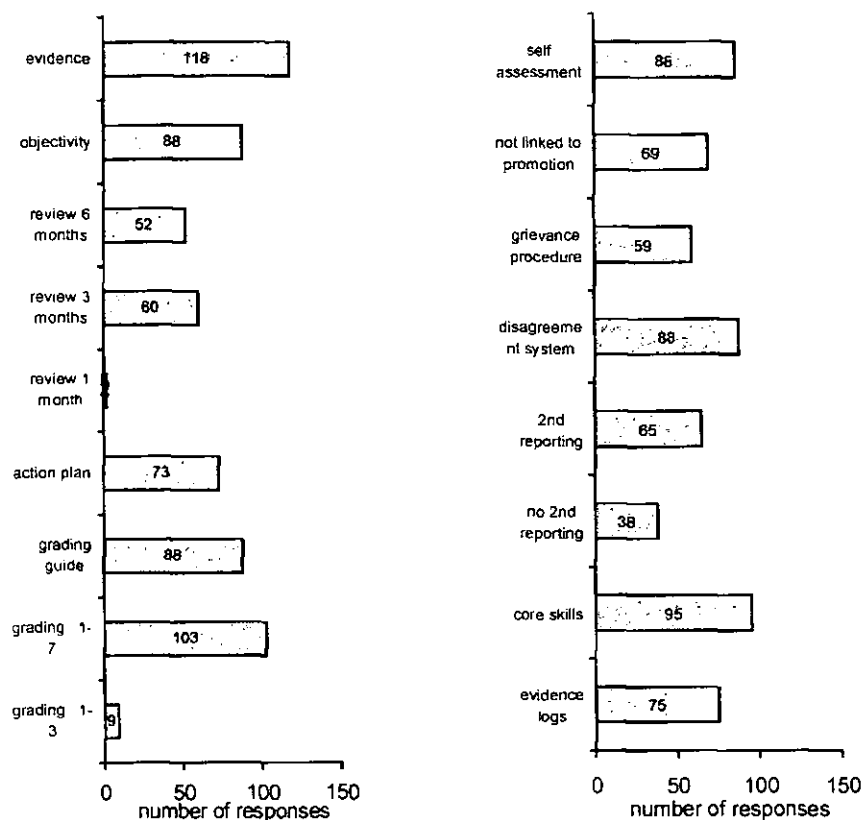


figure 4

Survey's conclusions

1. Only 25% of respondents were satisfied with the present ASR system.
2. Nearly half of the officers stated that the ASR procedure was ineffective.
3. 49% were dissatisfied with the categories against which they were assessed.
4. Over three-quarter said that the present ASR system should be replaced.
5. The three most important issues suggested for change were:
 - (i) It should be based on evidence;
 - (ii) Grading should be scaled between 1 – 7;
 - (iii) It should relate to the Core Policing Skills.

The conclusion from the initial survey was an overwhelming justification that the current staff appraisal system was useless and ineffective. The organisational culture reflected what I had earlier discovered through the culture perception of the probationers. Constables and sergeants felt that their managers did not give sufficient

quality time to manage their performance. There was a strong message about authoritarian culture and skills deficiency, hidden by power base structure. One officer said, "There is no encouragement to improve or better oneself, neither the first nor the second reporting officers know what they are saying when reporting about us. Our team leader has no management skills at all, these are the matters that should be addressed. Also, we do not have a chance to give our line managers ASR, if we did, I would not like to think of the consequences." Another said, that the overall quality of supervisors were very poor. Whilst managers felt that this was all too much for them they just wanted to get on with the job, for example, of crime fighting. One officer described his view of the Force, as being "lethargic, we seem to be rudderless going in circles and not going forward."

The Challenge

I came to realise, the designing and implementation of the new appraisal system would be an enormous challenge. I had to remember that I was concentrating on "system". My challenge was to design an appraisal system, which would propel and operate an effective "process" to bring about change in the organisational culture. However, what kind of culture was I seeking? I decided that the culture should represent the values as stated by the ACPO police service statement (1990) and the CCMDP statement, "Let's never forget that people are our biggest asset." I wanted the design of the new appraisal system to be forward looking and have an effective life span of at least 10 to 12 years. Taking into account the issues generated by the initial survey, the concept I had in my mind was to change the power base. In my view, this would significantly alter the current appraisal process. The idea was to shift the power base from hierarchical line managers to the individual officers who

would take their own responsibility to demonstrate performance against agreed criteria. This would have a major impact on the operational culture. I feared two key issues, firstly, the change could be so radical that officers in spite of their enthusiasm for change would be reluctant to adapt to the new appraisal process in practice. Secondly, the effective implementation of the appraisal system could mean that the recording of performance of an individual may be so transparent that poor performers would have no escape route. Currently poor performers have a coping mechanism, which is that they have a personality clash with their first or second reporting officer. If this excuse is no longer available in the new appraisal system then how would such an officer cope? Alternatively, one could argue that any appraisal system can never be that transparent. I am not sure whether full transparency can ever be achieved in a disciplined organisation such as the police service. I feel that to achieve this there has to be a significant change in the thinking of the organisation and the mindset of individual officers. Complete transparency was to be my aim.

Review of other key public and private companies' appraisal processes

I conducted desktop research and selected other private and public sector's performance and appraisal system to determine how these organisations undertake performance reviews of their employees. The purpose was to consult and compare other successful external organisations' appraisal system and seek out key issues, which could be translated into the MDP's appraisal process. I selected 10 organisations that were successful in their field of work and four Home Department Police Forces. These were:

GlaxoWellcome, Sony, Tesco, GE International (USA), Marks and Spencer, Orange, HM Prison services, Cadbury Schweppes, Schroders, Essex Fire Services, Merseyside Police, Kent Police, Humberside Police and Cumbria Police.

Eleven organisations responded (response rate 71%) with copies of their appraisal system. I found that the majority of the commercial organisation had their employee's performance linked to their pay. This was predominately based on the comparison between the manager and employee's view about the performance. For example, GE International appraisal process discussed the individual's performance at the end of 12 months on three issues: Business contribution; Career objectives; Self-development. The appraisal process seemed straightforward but performance evidence was written at the end of 12 months. I questioned the quality of such evidence captured and what would happen if an individual disputes the manager's grading for pay. There were no answers, except that in such circumstances manager's grading would stand. I felt that this kind of system, could not effectively capture the individual's performance for genuine performance related award. The common theme, which emerged, was that most companies had objective settings at the beginning of the year with their line manager. Her Majesty's Prison service had a complicated procedure to follow, individuals were required to complete a PPRS (Performance Planning and Review System) and a PACDAP (Personal And Career Development Action Plan). The Personal Manager wrote, "I feel that the system we use is unnecessarily complicated and would personally like to introduce a more user friendly system. Unfortunately as you may know I am not in position to do so". This comment implied that the appraisal system was owned by the Headquarter, maybe through Human Resource department. This is a typical example of control from the centre, which does not allow for improvement in its system by practitioners. What

surprised me was, despite performance being related to pay, the majority of the organisations had four gradings for performance assessment. GlaxoWellcome had the following grades: Unsatisfactory (U); Achieved most objectives (M); Achieved all objectives (A); Exceed all objectives (E). Whilst Her Majesty's Prison service had: Exceeded; Achieved; Acceptable; Unacceptable. I felt that the standard deviation if produced would show that the distribution curve would be skewed towards enhanced payment. For example, there was a large gap between Unacceptable and Acceptable when compared with Acceptable and Achieved. Like wise for Unsatisfactory when compared with Achieved most objectives. Managers must be placed in a difficult position to discriminate between Acceptable and Unacceptable. A small shift would make the employee fall within the acceptable standard. There was no measurement tool available to guide the managers between these grades. Sony was one company, which recently changed their appraisal system to "Workstyle". This was not based purely on achieving objectives but the behaviour used to achieve them. They employed Saville and Holdsworth to develop series of competencies, behaviour and development objectives to be the backbone of the "Workstyle" process and to link this with the annual salary review. At present behaviour competency was still in its development stage and no such competencies were available. Nevertheless, Sony wanted their "Workstyle" appraisal to be a continuous process. In my opinion a "generic behaviour objectives" would be difficult to develop in the police service. TESCOs had an interesting concept for objectives to be cascaded from their "Steering Wheels" and these were corporate, functional and departmental. Managers had to carry out compulsory reviews of 30 minutes. The review approach had a nice mnemonic ABCD: Achievements; Benefits; Concerns; Do nexts. The appraisal process applied only to managers. Their performance was measured through the

performance of the store. I had a one to one interview with the Personnel Manager and when I asked about the shop workers' appraisal procedures, I was informed that this was left to the individual store manager to deal with on an informal basis. The implied message was that many shop workers do not consider working in TESCO as a career opportunity and are content with the present informal process. Humberside Police had recently commenced a new appraisal process for police and support staff and had developed generic performance competencies grades for the nine core policing skills. These were originally purchased from Kent Police. The grades were in alphabetical order but did not correlate to any distribution curve. Each rank was required to perform at an acceptable grade for their job role skills which, had been identified and dictated by their Personnel Section. This was a complicated procedure.

CHAPTER 4

DESIGNING THE NEW APPRAISAL SYSTEM

Investigating relevance, applicability and design of the new appraisal model

Goodworth (1989) advocates that there are five different types of appraisals systems, these are:

1. Overall or 'basic' assessment;
2. Guidelines or 'triggered' assessment;
3. Grading or 'forced choice' assessment;
4. Rating;
5. Results-oriented assessment.

He outright rejects the first three on the basis that they are fraught with subjectivity and suggests to look at the option of rating or result oriented assessments. Whilst Yeates (1990) suggests that there are three general categories of techniques for the assessment and measurement of performance. These are:

1. Comparative, where employees are compared and subsequently ranking is drawn up;
2. Absolute, uses written to describe strengths and weaknesses;
3. Results-oriented; concentrates on outcomes achieved as a result of job performance.

In my view, current police services are driven and measured against published performance and targets. That is the reality in which police are required and expected to operate. Hence, the individual officer's performance is a key issue. It is the collective performance of police officers, which will determine the organisation's performance. It is necessary to measure performance of officers. This can be done with the result oriented appraisal. This is also evidenced by the research I carried out with external companies, all of whom appraised their employees through some system

of result oriented appraisal scheme. Though Goodworth (1989) warns that result oriented appraisal is intensely time consuming to implement and will not be successful unless everyone in the executive hierarchy is totally committed to the cause.

After investigating these models, the deskwork research and the findings of the initial ASR survey I felt confident to design the new appraisal system based on the combination of Rating and Result Oriented appraisal process. As indicated earlier I was conscious that for an appraisal system to be effective it must be anchored in the MDP operational world. Therefore, the design should evolve through piloting and rigorous testing programmes. My model was developed from McCallum's (1993) six questions on job analysis. Initially I simply called it the five steps model:

1. What is to be done?
2. How do we know it is being done?
3. How do we do it?
4. How well we do it?
5. How can we do it better?

Aim of the new appraisal system

However, before I went further I wanted to respond to the issue raised during the initial survey, which was to identify the aim of the new appraisal system. I wanted the aim statement to be simple and encapsulate the core purpose of the appraisal. I carefully looked at other police services appraisal aims and objectives and came to conclusion that the Metropolitan Police Service's (MPS) aim was well written. This was, "to improve organisational performance through more focussed effort and the delivery of meaningful career development". I felt that the MPS aim places the organisation first with a purpose to improve organisational performance, this was a powerful message, and demonstrated a learning type of an organisation. However,

though it states that this will be achieved through focused effort it does not make it explicit, by whom. Considering the confusion I had encountered within the MDP, I wanted the aim of the appraisal system to be absolutely clear and thought that the word individual or officer should be explicit. I accepted that one of the disadvantages of the word “individual” is that the synergy of teamwork may not be taken into account. The other issue I had with the MPS aim statement was “meaningful career development” this implied that without career development the organisation will not be able to improve. The MDP’s initial survey indicated that many officers did not want career progression or development but felt that they were providing an effective performance. The implication of “meaningful career development” is that it might disadvantage officers who do not develop their career because it assumes that they are not performing. This has been one of the main concerns of MDP officers. If the aim is to consistently improve the performance of the Force, then individual officers must develop their performances to meet new challenges, but not necessarily through upward career progression. On this rational I designed the aim of the new appraisal system to be:

“To improve the Force performance through focused effort of individuals’ and the delivery of a meaningful performance appraisal. The MDP’s overall achievements are the accumulation of individual officers’ performance.”

The statement explicitly states that it is through focused efforts of an individual the Force will improve its performance. Performance is then assessed to provide a meaningful appraisal to that individual. I felt at this stage it would have been unwise to widen the aim to include the issue of synergy as team worker. However, teamwork is implied in the second part of the statement where the message refers to the

accumulation of individual officer's performance and its impact on the Force as a whole.

Core policing skills

I now move on to the core policing skills. As explained earlier the HO circular (1996) identified nine core-policing skills and recommended their use, these are:

1. Professional and ethical standards
2. Communication
3. Self-motivation
4. Decision making
5. Creativity and Innovation
6. Leadership
7. Managing and Developing staff
8. Operational Planning
9. Strategic Planning

I allocated a number of core policing skills to each rank within the MDP. The rationale behind this is illustrated by the following explanation. For new probationer constables in service to use only the first four skills which are Professional and Ethical standards, Communication, Self-motivation and Decision making. I did not include the fifth skills of Creativity and Innovation, because it had been observed at the Training Centre that probationers during their training courses and probationer tenure go through a stressful period. Most of the probationer's energy goes into gaining knowledge, developing new policing skills, understanding their role and responsibilities, therefore, they have difficulty to be innovative or creative. This view is also endorsed by the National Police Training. For constables and above the Creativity and Innovation skill is included. The first five core policing skills apply to all ranks except the probationers. For sergeants, the core policing skills were extended to include Leadership, Managing Staff and Operational Planning. The Force Training Needs Analysis (Roger 1998) for sergeant's rank also supported these

additional three skills requirement. Within MDP shift sergeants' job role does not expose them to tasks that requires them to demonstrate the skill of Strategic Planning. Generally, the constables and sergeants role in the police service is at tactical level rather than at strategic. However, the MDP has many SPOs, these vary in ranks from sergeant to superintendent. The position of a SPO is not related to the rank. This is unique in policing service because lower rank SPOs, for example sergeants, have similar additional responsibility as higher police rank SPOs. Initially my view was that the sergeant SPOs should be assessed on Strategic Planning. After consultation with the Sponsor and the CDD, I realised that this could create two tiers of sergeants with implications on pay structure. At present, there are no benefits or advantages given to a sergeant SPO when compared with a shift sergeant or station sergeant. The only benefit is during the promotion paper sift when the role of sergeant SPO is seen as an additional responsibility and may demonstrate higher motivation factor. In view of this, I decided for the time being against the inclusion of the Strategic Planning skill for the sergeant SPOs. However, this skill has been included for inspectors and up to chief superintendents, as these officers' role demands the requirement for strategic thinking and planning. Thus, all nine skills are included for inspectors and above. Currently I have excluded the extension of the PDR appraisal system for chief officers, these are the three Assistant Chief Constables, Deputy Chief Constable and the Chief Constable. The rationale being, except for one chief officer, all others are on a fixed term contracts and their performance is assessed as per the contract with the Second Permanent Under Secretary of State. My proposed PDR appraisal system does not take the issue of fixed term contracts but no doubt once the new appraisal system is effectively implemented I see no major difficulty in bringing the chief officers into the PDR appraisal process.

Draft competency levels for all ranks within the MDP

The HO circular (1996) recommended two levels of measurement of performance, effective and non effective. The MDP's initial survey findings gave a strong steer that the Force should adopt grades 1 to 7 and this should be linked to a normal distribution curve with the same standard deviation as used for the Force promotion assessment centre. The rationale being that the Force currently uses this grade structure in the promotion assessment centres and officers understand and support the grading structure. I felt that using a common denominator would also help the Force to effectively map an officer's performance during recruitment, appraisal, promotion and training. During my deskwork research, I discovered that the Kent Police used an external organisation at a cost of £250,000 to work on the HO circular (1996) and designed competencies for each officer and civilian staff member's role and rank. Some of these competencies were then subsequently purchased under copyright by the Humberside Police. Humberside Police then worked on these competencies and the amended version created their Force Personal Skills Directory. The Directory contained skills for both police and civilian support staff. As I wrote earlier, each role and rank within the Humberside Police was allocated the skills required and the acceptable grades to achieve. These were predetermined by the Personnel Section and a generic Skills Directory was designed. Subsequently, I made contact with the Head of Personnel Section and discussed the issue of competencies. In January 1999 I obtained copyright of the Personal Directory Skills from the Humberside Police. The PDR project team worked on these skills level and contextulised them to competency levels for the need of the MDP. Seven competency levels were identified for each of the nine core policing skills and the MDP's assessment centre's normal distribution curve was used to discriminate between each level (see Appendix "E").

This was the first draft and laid the foundation of the competency levels for the PDR appraisal system. The testing and external validation of these competency levels are explained in Chapter 7.

The PDR Model

Based on the HO circular (1996) recommendation, I called the new appraisal system “Performance and Development Review (PDR).” In my view, the three words Performance, Development and Review captured the aim of the MDP appraisal system and purpose of a result oriented appraisal. With the work completed on the draft competency levels and the allocation of the core policing skills to various ranks, I amended my five steps model, as shown below:

1. What is to be done (local policing plan-priorities)?
2. How do we know it is being done (action plan)?
3. How do we do it (core policing skills)?
4. How well we do it (competency levels)?
5. How can we do it better (developmental plan)?

Design of the new PDR system's Forms

The design of the Forms took into account what was required in the PDR model. On reflection, I found that the designing of the Forms was a difficult process, for example, from a simple thing like allocation of the MDP number to the difficult issue of designing the Forms for recording of the evidence. It turned out to be an evolving process, which meant that right until a few days before the implementation programme the Forms were being amended to take into account feedback received from the tests. It was exciting to see the development and the shape of the Forms when compared with the first draft. I would describe the effective design of the PDR Forms as the output of the project. Two key issues which steered the designing of the Forms were, firstly, very early on I came to the conclusion that we did not require

glossy pre-printed Forms. I wanted the Forms to be practical, allowing for changes and amendments as the dynamic process of learning takes place within the organisation. This decision helped with the second key issue, the Forms were computerised to MDP format by using the Force's Support Services Resource Unit. I was aware that the Forms must be simple but also capable of recording all issues of the PDR model.

The initial assumptions

I made two key initial assumptions to move the project forward, these were:

1. That all MDP stations would have their Service Level Agreement (SLA) negotiated and published as per the Force Key Target for the current financial year. The SLAs would be incorporated in the Local Policing Plans (LPPs) and that the LPP were effective, realistic and linked to the organisation's corporate plan. This would help in the compiling of the individual officers' agreed policing priorities.
2. That I will continue with my role as the Head of Training for the PTC.

CHAPTER 5

PILOTING THE NEW APPRAISAL SYSTEM

Piloting the new PDR appraisal system

The next stage of my action research train journey was to commence the testing of the PDR appraisal system. The test would ensure that when officers board the train they would be comfortable, enjoy the journey, understand the purpose of travelling and take their responsibility in completing the journey. I decided to pilot the PDR system. The purpose was to ensure that when the new appraisal system comes into effect, the train would accelerate towards its destination with its entire load of passenger comfortably on board. The pilot programme had two strands, workshop for OCU supervisor's representatives and operational officers undertaking the PDR pilot appraisal.

PDR workshop

Thirteen police stations were selected one from each OCU of the Force (see Appendix "F"). These stations were carefully chosen and the sample represented the Force structure. One key player from each of these stations, on recommendations from the CDD, of supervisory rank was invited to attend a two-day workshop at the PTC. The purpose of the workshop was to help each representative to understand the core policing skills and the PDR system. Additionally, to test the draft "generic competency levels" and the PDR Forms. On completion of the workshop, these OCU representatives were to select a number of operational officers from their OCU who would undertake the pilot programme. The OCU workshop representatives would

then cascade their understanding of the PDR system to these selected officers. They would also take a lead role in monitoring the progress of the pilot programme within their OCU and keep in direct contact with the PDR project team members.

On 2nd and 3rd of March 1999 the PDR workshop was held at the PTC, where 14 MDP representatives of pilot stations, including the Defence Federation member attended. ACC (P&T) personally welcomed the representatives and publicly endorsed his commitment to the PDR appraisal system. The workshop representatives undertook an internal validation of the draft “generic competency levels” and worked through the draft PDR Forms. Subsequently, on receiving the feedback, I made necessary changes to the Forms. On completion of the workshop, I felt that the two days allocated for training was not sufficient. Earlier, I had made assumptions that as these officers were specially selected on the recommendation of the CDD, they would be operating at a higher level of understanding, commitment and motivation. I discovered that at least a quarter of them wanted to attend the workshop merely for their curriculum vitae and were reluctant to take additional responsibility. There was an implied message, we need extra pay off for undertaking this work. I was truly disappointed and had no choice but to use these officers for the PDR operational pilot programme. I learnt that I should have used an objective assessment criteria at the initial selection process.

PDR pilot programme

On completion of the workshop thirty-six police officers, from constables to inspectors, were identified by the workshop representatives, who would undertake the pilot programme across all the OCU's (see Appendix “G”). The pilot programme

lasted four months, from 1 April until 31 July 1999. The intention was to work on the principle of fast time and create a process, which would reflect the four pilot months as one full year of the PDR review. The pilot programme was continuously monitored to measure the impact and the effectiveness of the PDR process and any perception shift in officer's attitude towards the new appraisal system.

Assumptions made for the pilot programme

I made the following assumptions:

1. The police officers have the knowledge and skills to write performance evidence.
2. The workshop representatives will be able to cascade the PDR appraisal system, effectively to the pilot programme officers.

Methodology used to test the pilot programme

The following methodology was used for piloting.

First questionnaire survey

This survey was carried out by sending a short questionnaire (see Appendix "H") to the 36 respondents who were undertaking the pilot study programme. Using this method ensured data captured across all ranks and specialised posts. This was conducted at the beginning of the implementation of the pilot study in May 1999. The questionnaire also asked respondents to identify and suggest any specific improvements to the proposed PDR system. Twenty-one useable questionnaires were returned representing an overall response of 58%. This was slightly below the

expected return since the issue affected all respondents and had a direct bearing on the design of the new appraisal system. The quality of the returns was very good.

Interviews

The completed first questionnaires served two purposes. Firstly, they formed the basis of analysis to determine the status of understanding of the PDR system. Secondly, they raised issues which required further probing through interviews. The interviews were conducted during the pilot phase and were spread over three months. Qualitative data was generated through conducting one to one interviews with randomly selected pilot study officers. Twelve interviews were conducted covering all the representatives OCU's, this represented a third of the pilot study group.

Second questionnaire survey

This survey was a follow up of an identical survey conducted in May 1999 and was carried out at the end of the pilot study in August 1999. The intention of conducting the second questionnaire survey using the same questionnaire was to compare and measure the impact and the effectiveness of the PDR process and any perception shift. Fourteen useable questionnaires were returned from 35 dispatched. The questionnaires were sent to the same police officers that completed the first survey in May 1999. Twenty-one respondents completed the May 1999 survey, the difference in the number of responses was partly due to change of staff and postings. The response rate for this survey was 40% compared to 58% in the first survey. This was below what I expected however, the quality of explanation and comments were very good.

CHAPTER 6

FINDINGS OF THE PILOT PROGRAMME

Findings of the pilot programme

I worked in collaboration once again with Police Officer "S" from Atomic Weapons Establishment Burghfield who helped to me analyse the data.

Local Policing Plans and Priorities

Many LPPs were not in existence, others did not relate to the local station's issues but was a direct lift from the corporate plan.

"Policing Plans are vital to the setting of priorities for officers, so OCU Commanders and SPOs will need to clearly state their goals and objectives in their Local Policing Plans."

(Inspector - operations)

"Key Targets and subsequent LPPs are driven from top down from what is known to be a hierarchical and bureaucratic organisation."

(Chief Inspector - operations)

Officers had difficulty in formulating their priorities based on such LPP's.

"I found it very difficult to relate to the LPPs and Priorities ..."

(Patrol Constable)

"Found this a problem area."

(Patrol Constable)

However, "sickness" policy was one exemption, which had a common theme, and officers were able to use this as one of their priorities.

"CCMDP policy on sickness is the only objective I can contribute towards, other policies are not designed for me."

The number of priorities setting was also an issue. Officers had difficulty in setting four priorities at a time. For example, an officer said:

"The setting of up to four key priorities proved difficult and excessive taking into account the size of this particular unit, its function, the population and associated traffic and MDP's expected role (i.e. armed dog patrol)."

It was suggested that the PDR forms should be changed to, "write up to four priorities".

Time management and paperwork

During the first survey there was a view that gathering evidence would be time consuming and would involve a considerable amount of paperwork, which would be difficult to manage. Fifteen percent of officers believed the amount of paperwork involved would be of such proportions that the system would be unworkable or otherwise take them away from the policing role.

"The amount of time involved in collating evidence and reviewing it with the first reporting officer proved to be excessive."

(Sergeant - SPO)

On the other hand, stations which were deemed to be busy in police operation terms, for example, the Area Policing Team's (APT's) stated that they were keen to log their performance evidence and had sufficient time to complete. One first reporting officer felt that the monitoring of evidence log was difficult because the first reporting officer did not see the officers frequently enough and therefore, was reluctant to endorse the process.

"Current working practices and the lack of supervision on 24 hour cover, i.e. APT officers on 12 hour shifts covering a 30 mile radius - sergeant may not see them for days (reason, increasing demand on administration duties and information required by external sources). Variable Shifts - may not see officers for weeks."

(APT Commander)

They also felt that there was more paperwork for them.

"I feel you will end up with too much paperwork which will possibly de-motivate people."

Some even suggested that as the individual officers would not collect evidence it would be their job to collect and write evidence on behalf of those officers. For example one officer said:

"... if officers will not supply evidence - what will happen?"

On the other hand, officers highlighted the importance of gathering evidence, for example, one officer said:

"Every officer must take the effort to evidence his/her work, no evidence suggests no work or no interest in recording it. The onus must be on the officers."

PDR Forms

The PDR Forms were seen as easy to follow and officers were able to write their priorities with action plans in logical and cogent manner. However, two officers made suggestions for a reduction in number of pages by consolidating the pages of Priorities and Developmental Plan. This suggestion, if enforced would reduce the number of pages from 11 to 7. Officers also felt that PDR Forms should be made available as a hard copy and on the computer.

Evidence log

The evidence log raised strong emotions. Many officers were unsure on how to collect evidence and most of all what should be written down. Some wrote like a diary and put everything down, others wrote about events which they felt were significant, whilst a dog handler wrote evidence about the "dog's performance" as opposed to his performance. This clearly suggested that the workshop representatives either did not have sufficient knowledge themselves or that they were unable to cascade the concept of gathering evidence. This resulted in a considerable amount of uncertainty and confusion.

*"The evidence gathering was quite difficult to get to grips
with ..."*

(Police Constable)

The majority of officers did not have a link with their agreed priorities, hence the evidence was being gathered and collected in isolation. During one to one interview sessions, when further explanation was given, officers soon understood the concept of what and how evidence should be collected.

*"I didn't realise that it was that simple."
(Police Constable)*

However, there was a considerable amount of suspicion on the use of the word "evidence". There was also a perception that officers from busy stations would be able to collect more evidence in comparison to officers on quieter stations. Therefore, officers at the busier stations would be at an advantage. The analysis of data indicates that this perception was not rational. For example, during the 12 weeks of pilot study the maximum number of "evidence hit" by a particular single officer was 86 (see Appendix "I"). This officer was stationed at Royal Naval Armament Depot (RNAD) Coulport, which is perceived to be a quiet station. On the other hand, the least number of "evidence hit" was 4, this was from an officer also from RNAD Coulport. Whilst an officer from a perceived busy station Her Majesty's Naval Base Devonport provided only 13 pieces of evidence. This demonstrates that it is the individual officer who is at variance and not the station.

*"I learnt a lesson that the First Reporting Officer must regularly examine evidence sheets and give guidance and support to the officer on a frequent basis."
(Inspector - operations)*

Location of evidence log

Many officers wanted a firm steer on who should hold the evidence log and where it should be kept. Officers were uncomfortable with the idea of holding their own log, as many felt that if the evidence gathered suggests that an individual is not performing, then the log could easily be misplaced. Further, there was some uncertainty on who should have sight of the individual's performance evidence and who else should be able to write comments.

Format of evidence log

During the pilot stage, the style and format of evidence log was purposely left for the individual officers to decide. Many officers found this process unhelpful and wanted a clear steer on the format of the evidence log. Some officers took the initiative and incorporated changes in the format for collection of evidence, which best suited them and their station's need.

Objectivity of the report

When the pilot programme began, over half of the respondents had reservations over the quality and fairness of evidence log entries. They felt that self-assessments by individuals might lead to recording of false higher competency levels and only positive virtues. On the other hand, the supervisors would enter negative evidence to counteract the perceived false enhancement of self-assessment. This would create a relationship of them and us, which would encourage mistrust. Data gathered from Humberside Police indicates that their PDR encourages this type of delineation. During the second survey the analysis of data showed that in all 821 "evidence hits" (see Appendix "I") were generated during the pilot phase. Only one piece of evidence was at the highest competency Level 7 whilst 4%, that is 32 "evidence hits", were recorded at Level 3 which indicates deficiency and requires training needs. Six competency Levels were altered by the supervisors during their endorsement, all were enhanced by one Level with the exception of one, which was increased by two competency Levels, from 3 to 5. This demonstrates that the officers' self-assessment were recorded low rather than high. Therefore, the perception that officers would falsely enhance their performance recording was not correct. However, it was essential that all supervisors carefully monitor the evidence gathered by the individual

officers. The average range of competency levels given for evidence fell between 4.7 and 4.9 of the normal distribution curve and within the standard deviation. Seventy nine percent of respondents said that the method of writing evidence log helps in objectivity. This had risen by 26 points during the pilot period. There was an overwhelming support that appraisal must be based on evidence.

"Here at ... we are committed to the future success of the PDR scheme with all APT officers carrying evidence logs to ensure that if this scheme is successfully initiated in Year 2000 then all their reports will be 100% evidence based."

(Inspector - SPO)

Competency levels

Over three-quarters of officers, in particular, at constable rank, found it difficult to meet the higher generic competency levels, because they did not normally perform their role at that level. For example, competency Level 7 in Communications skills states, "... effectively commands and directs major or operational briefings". According to constables, they are not allowed to take command of operational briefings, as this is a role of superintendent and above. Whilst an officer of chief superintendent or superintendent rank would be expected to normally perform their role at competency level 6 or 7 and will achieve these higher competency levels with relative ease. Hence, the competency levels were seen to be unfair toward lower rank officers as their job role would not expose them to demonstrate higher competency levels. Nevertheless, there was strong support for the use of promotion assessment centre's normal distribution curve grading 1 to 7 as 66% of respondents stated that these competency levels were effective.

Developmental plan

One third of the officers were reluctant to identify areas for their performance development. Officers suggested that if an individual is performing at competency Level 4 and above there should be no need for a Developmental Plan, because if an officer is performing at the optimum levels then what is the purpose of the Developmental Plan. This should be restricted and applied only to officers who are under performing or who wish to go for promotion or for the specialist jobs.

"During discussion with them I knew this was an area for concern ... when the PDR is implemented this area will require close monitoring and training to change the culture of suspicion on recording areas for self development."

(Shift Inspector)

The message was that if we are doing OK then the Force should leave us alone and concentrate their energy and resources on officers who fall within the above mentioned three areas. In my opinion this is a shortsighted view and makes an assumption that the Force, Stations and Departments are static. Performance which is OK for today may not be OK tomorrow or the next year because the Force has moved on and the expectations may be different. The following statement makes the point clear:

"Remember Best will not be Best forever."

(Author)

This is endorsed by Moore (1999, p1) who said, "I can't believe that managers would not want to develop their people."

Shift in officers' perception during the pilot programme

86% of respondents understood the PDR system - A positive shift of 24%.

The result showed a significant increase in the understanding of the PDR system. Respondents felt that the new system would reap great benefits after initial difficulties in implementing the system have been overcome. However, I feel that this is not a true picture. I make my statement based on what I observed during my one to one interview. In my view, officers who made these comments genuinely believed that they understood the PDR system but when I questioned them, there were gaps in their understanding.

64% of respondents reported that their policing priorities are linked with their local policing plan - Very slight positive change.

There is a slight overall increase in the result but not significant. Most respondents were confident that their policing objectives were closely linked with local policing plans and OCU objectives. This, again, was contrary to what I had observed where there was strong indication that the force policies and station strategies were misaligned and therefore difficult to implement.

85% of respondents are satisfied with their policing priorities - positive shift of 24% satisfied / very satisfied.

Many respondents commented that the agreed policing priorities did not relate to the daily task. However, there was a significant improvement in the results since May 1999 which showed that they were satisfied with their agreed policing priorities. I had difficulty in accepting such a large shift in opinion considering that priorities were difficult to write, because the LPPs were not effective.

Conclusions of the pilot programme

Some concerns have been raised about the amount of time required to complete the evidence log and the use of generic competency levels for the core skills. The evidence gathered does suggest that many users had difficulty in understanding the link between the LPP's, priorities, core policing skills and method of evidence gathering. Earlier I had assumed that the LPPs were effective, realistic and linked to the organisation's corporate plan. The pilot study provided evidence that this assumption was flawed. However, the overall findings indicate that there was a strong support for the PDR model appraisal system.

"It is a more fairer and focused system where the individual records their own performance throughout the year."

"I have overall responsibility for its completion and therefore can use it to highlight my performance to my benefit. Any comments from the line managers which are detrimental must be evidenced - I have no complaints!"

Recommendations

Based on the findings I came to the following recommendations:

1. That LPP's may be substituted for another plan. Priorities may be linked to Force Policies, Force Key targets, Management Information Reports Performance Indicators, OCU and Stations Plans and Job Profiles.
2. The words "Evidence" and "Evidence Log" should be replaced with Supporting Information (SI).
3. SI forms should be provided so officers are able to follow an approved format.

4. The SI's Forms should be designed so that each core skill can be evidenced separately. The SIs should be collected using a duplicate document. The first reporting officer should keep the original in secure possession, whilst the individual officer should retain the copy, in their Professional Development Portfolios.
5. Officers should be required to provide a minimum of three SIs per week spread across the core policing skills for their ranks.
6. The PDR process including SIs should be inspected during the Force Inspectorate's visit to OCUs and Stations.
7. Guidelines and examples should be provided in the proposed PDR Manual of Guidance to help officers understand what evidence is required for the PDR process.
8. Chain of command should be able to sight individual officers SIs and make evidenced observations.
9. Evidence will be predominately gathered by individual officers and by their first reporting officer. It is the First Line Reporting officers' responsibility to ensure that the SIs are sufficient, valid and reliably graded. In addition, peers, subject to individual officers' consent, may record on SIs.
10. Generic competency levels should be changed so that each police rank has its specific competency levels.

11. All officers should be required to provide a Developmental Plan, which demonstrates their ability of continuous enhancement of their skills.

CHAPTER 7

REVISING THE APPRAISAL SYSTEM

Changes to PDR appraisal system

The Sponsor accepted all of the recommendations and subsequently the pilot programme's findings were presented to the AMB members for their endorsement. The CCMDP supported the recommendations but raised the issue of the requirement of three SIs per week as indicated in recommendation Number 5. AMB members shared CCMDP's concerns about the time that it would take to write three SIs per week. I consulted the pilot programme officers and came to an alternative recommendation to reduce the SIs to one per week, but allow the scope to demonstrate maximum of three core policing skills per SI. This was accepted by the Force.

I now had to work through the recommendations and make changes to the appraisal process, before the implementation phase. The key points were, the conversion of generic competency levels to specific levels for each police ranks and the design of the new SIs Forms. I realised that this was going to be a major task.

Changes to the competency levels

I was grateful for my earlier planning during the pilot programme. The emerging findings had given me a steer that there would be a requirement for conversion of competency. I had earlier commenced working in collaboration with Police Officer "T" of Gloucester Police and had negotiated his firm commitment to be the external

evaluator for the PDR appraisal process. He was eminently qualified, he had a Master's degree in evaluation and had a professional qualification along with the experience to undertake this task. He had in the past worked for the MDP during the design of the assessment procedures for the PTC training courses and had developed a professional credibility with the organisation. In June 1999, I met with Police Officer "T" and took him through the proposed PDR model and the significance of the competency levels as required by the step four of the model. His task would be to convert the generic competency levels to specific ones. I worked in collaboration with Police Officer "T" and the task took well over five months. Frequent e-mail communication was used to ensure that we were jointly working on the same version of the competency levels. On completion of the specific competency level, I included two further issues. First was at the recommendation of HO Patten Commission's (1999) report, that awareness of Human Rights issues should be an important element in the appraisal system. The second issue was based on HMIC (1998) recommendations that appraisal procedures must contain specific assessment criterion on officers' performance in relation to the handling of racist attacks and other diversity issues. Each draft version of competency levels were tested with operational officers. The copy of the final draft was sent to the Defence Federation and the CDD for their endorsement. During this process, two competency levels on "Professional and Ethical Standards" had to be removed. These were "Attendance record inconsistent, with period of lateness and self certificated sickness" and "Maintains a level of fitness consistent with role requirement". The Defence Federation argued that the sickness issue should be addressed separately through the recently published Force sickness strategy. Whilst the CDD argued that currently, no police service has a fitness standard policy except for new recruits and officers

transferring to specialist posts, for example, to Tactical Response Force or Operational Support Unit for public order. I was reluctant to remove these statements but felt that as there were no national guidelines available, I would have difficulty in getting the competency levels endorsed. So, for the time being, I withdrew the two competency level statements. The next phase of endorsement was through the Force Equal Opportunity section. Here, I experienced delay due to non-availability of the Equal Opportunity Advisor, she had unfortunately gone on long-term sick. At this late stage, the task fell on me and I had to go through all the competency levels to ensure that competencies did not discriminate officers on gender, race and sexual orientation.

Changes to PDR Forms

As explained earlier I had to make many amendments to the Forms. There was one Form, in particular the SI, which required considerable amount of development. The SI had to capture the evidence of the officer's performance and supervisor's endorsement. The layout had to be simple in looks and contents. This was eventually achieved through the tripartite collaboration work with Police Officer "P" and the Sergeant from the Support Services Resource Unit. The final Form produced took into account the suggested requirements and this was tested with operational officers on secondment to the CDD.

The implementation of the rolling programme

The pilot programme had demonstrated that this would be a crucial stage because the system would be initially difficult to grasp and therefore the danger of derailment by negative efforts of some officers. It was the CCMDP who suggested that I should

implement PDR in phases, that is OCU by OCU. I immediately saw the advantages in the phased implementation, particularly if the current staggered staff reporting approach was maintained. This would allow about 10 officers to come on stream every month from each OCU, thus allowing a manageable implementation of the PDR appraisal. However, I also detected disadvantages in this process, it would be February 2001 before all MDP officers would be captured in the new PDR system. The Chief Constable and the Sponsor argued that they did not consider this as a delay but rather laying firm foundations for the appraisal system to be effective. I supported this view and decided that the PDR appraisal system should be phased in to each OCU on a rolling programme. The journey time would be eight months with 13 enroute stops to pick up passengers. This would allow a “drip-feed” system of officers going live on the appraisal system. The present system of reporting dates would remain the same that is, constables reporting start date would be the date of joining the Force, supervisors reporting start date would be the date of their promotion. Previously I had asked all the 13 OCU Commanders to volunteer to be the first OCU to implement the PDR process. Three OCU Commanders volunteered these were Uxbridge, Aldermaston, and Stafford. In consultation with the CDD, I decided that the first OCU should be Uxbridge, because they had a large complement of keen SPOs and supervisors. In addition, the PDR system was personally supported by the OCU Commander. The second and third OCU would be OCU Aldermaston and Stafford respectively. Thereafter the implementation programme was designed to take in the need of the geographical spread of the Force and the best use of the available resources. Thus OCU implementation programme would be as follows:

<i>OCU</i>	<i>Familiarisation</i>	<i>PDR start date</i>
OCU Uxbridge	20 January 2000	1 March 2000
OCU Aldermaston	8/9 February 2000	1 April 2000
OCU Stafford	8/9 March 2000	1 May 2000
OCU Portsmouth	April 2000	1 June 2000
OCU Devonport	April 2000	1 July 2000
OCU Scotland	May 2000	1 August 2000
OCU Burghfield	June 2000	1 August 2000
OCU Aldershot	June 2000	1 September 2000
OCU Foxhill	July 2000	1 October 2000
OCU Longtown	July 2000	1 October 2000
OCU CID	August 2000	1 November 2000
OCU PTC	August 2000	1 November 2000
OCU OSU	August 2000	1 November 2000
MDPHQ	August/September 2000	1 November 2000

Table 2

On 15 December 1999, this programme was published in the Force Order to ensure that all officers were aware of the implementation programme.

Training package for the implementation programme

I now had to design a training package for the delivery of the familiarisation programme for the OCUs. This would include, Manual of Guidance, the completed PDR Forms, a self-learning training booklet for officers and lesson plan for the familiarisation programme. Further, to produce on a rolling basis, about 60 hard copies of all training package materials with a similar number of computer floppy disk for each OCU. By this time, I was extremely concerned whether I would be able to complete the design and production of the training package for the first delivery on 20 January 2000. At this late stage, I was also informed that I had been short listed for the Superintendent's promotion board to be held on the 6 January 2000. Further, I was starting a new job with Her Majesty's Inspectorate of Constabulary (HMIC) on 12 January 2000. Police Officer "P" was very worried that the package would not be ready for the 20 January 2000, so I had an additional responsibility to ensure that I

maintained his confidence. I tackled this problem by working during the Christmas break and through my annual leave days. This was in addition to my operational commitment as the Chief Inspector (operations) for Chelmsford Division and the complex role and responsibilities I had for Millennium night duties in line with other police services throughout the country. I was aware that I was under immense pressure because of the deadline.

Manual of Guidance

I wrote this Manual and assumed that the guidance notes would be used for two specific issues. Firstly, for individual officers to help them understand the PDR appraisal and secondly, if there was confusion on procedures, then the contents of the Manual would help clarify the situation. With this in mind, I had to use a different kind of writing style to ensure that all officers within the Force were able to understand the PDR procedures. The Manual was to be an authoritarian Force policy document and it had to be written in a particular style. The draft copies were critically read and validated by support staff from the CDD. The last section of Manual of Guidance naturally demanded some questions to be answered, which were missed and not directly responded in the main text. I included 11 frequently asked questions so that generic concerns could be easily and quickly clarified. I had to write examples of some priorities and action plan, these priorities were generic so officers from any police station would be able to relate to them. To write these I used the contents of some of the priorities from the pilot programme and contextulised them to officer's needs. The advantage of using pilot programme's content was that these examples were imbedded in the real operational world of the MDP. I then wrote some examples of the SIs for each of the priorities. I felt that three different examples

of SIs would be sufficient to give the reader a good understanding of the kind of evidence and competency levels that should be included for the achievement towards the agreed priorities. I had to amend some of the SI data from the pilot programme so that it neatly fitted with the earlier agreed priorities and action plans. These SIs were validated through some of the operational police officers who were attending courses at the PTC. PDR competency levels matrix was designed and included to give an overview of an officer's SIs and qualities of the core policing skills demonstrated. The PDR procedures for the 12-month cycle was illustrated by a flowchart. The task of writing was time consuming and I had to constantly ensure that all materials were checked for correct placement and that subsections referred to met its reference point. At the end, I had to negotiate with the Chief Constable to write a foreword. The foreword is an extract of the video message, so the videotext served two purposes, this has been explained later on in this Chapter. Inclusive in the Manual were all the PDR forms. Additional Forms 273A (PC) were used specifically for police constables this was with a purpose to reduce the amount of paper used. The Forms 273A (PC), had one page less when compared with 273A for supervisors as constable's five core policing skills could be incorporated on two pages. There are over 2,500 constables in the Force. I felt this initiative would help in the yearly saving of 2,500 A4 size papers and associated cost.

Self-learning training book (45 minutes)

I wrote this self learning material for cascade training. This demanded a different writing style when compared to the Manual of Guidance. In here, I wanted officers to feel that they were on a one to one communicating basis with me. I intended to take them through a simple to complex process. I wanted to build a relationship of

partnership with the reader and write material interesting enough to help them to concentrate for at least 45 minutes. The duration of 45 minutes was critical as the majority of officers would be undertaking this package during their duty time and this would invariably be during the night shift. Therefore, the attention span would be no longer than 45 minutes. With this in mind, I concentrated on the main issue of the PDR appraisal system. This was the measurement of “performance” and thus the issue of competency levels. The self-learning book provided an example exercise to work on by the individual and respond in writing. The “book” was deliberately written in large font so that it was easier to read. It contained some illustrated figures to elicit, earlier points made. I worked in collaboration with another Police Officer “U” from the Guard service who had excellent computer skills which helped me in the illustration work.

Lesson plan for the familiarisation programme

I designed the lesson plan (see Appendix “J”) on the basis that the delivery programme would be about four hours for up to 50 officers per presentation. The lesson plan was devised for delivery in collaboration with Police Officer “P” with the intention that subsequently I would hand over the responsibility of the delivery to him and Police Officer “Q”. I worked with the two earlier documents, the Manual of Guidance and self-learning training book, to come up with the aims and objectives of the familiarisation programme. Simultaneously, I sought a small but important video clip that would be used during the group task to help officers to understand the competency levels. I went through the videotape library held at the MDP Audio Visual Department and Police Staff College Bramshill which housed over one thousand videos but none of the video clips were useful for the exercise. Earlier, I

had abandoned the plan to produce an in-house training video due to time and quality constraints . Finally, I used my network contact and sought some video clips from the National Police Training, Harrogate. Their resource department provided me with two small clips, only one clip was useable and this was from “The Bill” television programme and nicely complemented with my proposed group task exercise. The video clip was six and a half minutes long (see Appendix “K” - box). I obtained the clearance of copyright through the BBC education licence agreement, which the Audio and Visual Department subscribed on behalf of the MDP. The group task exercise was about the assessment of competency levels for the “Personnel and Ethical standards” and “Communication” skills. I tested the task with some police officers and civilian staff to ensure the reliability and validity of the exercise. I then altered the task sheet in response to the feedback, the appraisal result fell between Levels 2 and 3. This was a good guideline indicator for me. In addition, to demonstrate the Chief Constable’s commitment I felt that his statement on a video clip, of no more than three minutes should give a firm steer to the implementation programme. I had negotiated with the Chief Constable for the production of this video clip and he asked me to write the script. I worked in collaboration with Police Officer “P” and was amazed, how quickly I was able to write the text for the Chief Constable’s video recording. Arrangements had to be made with the Force Audio and Visual Department to record the presentation. This was professionally carried out and the Chief Constable used the newly purchased autocue. This made a tremendous difference during the reading of the script, as he was able to maintain eye contact with the audience. CCMDP gave an upbeat message on the PDR with his endorsement of the PDR appraisal system (see Appendix “K”). As explained earlier I used the key text of the video message to write the foreword for the Manual of

Guidance. I then placed the salient points of the lesson plan on computer "PowerPoint presentation" software. I had a few dry training runs with Police Officer "P" to ensure that the learning points were easily drawn out for the audience to understand.

Copies of the training plan materials

These were all placed on computer floppy disks in the format as required by the Force. For example, the PDR Forms had to be saved and protected in ".dot" format. This ensured that when downloaded on "g" drive of OCU station's computers, officers would not be able to alter the structure of the Forms. One hundred and fifty floppy disks were copied, one for each police station, they were labelled and marked to ensure that the SPOs received them against their signature. One full set of hard copy, disk, and videotapes was personally handed to the Sponsor as the final product of the PDR project. Video copies were made of the Chief Constable's statement, one for each of the 13 OCU commanders and the PDR Support Officers, so that other officers will view and listen to the Chief Constable's personal commitment to the PDR appraisal process. The PDR Support Officers role has been explained in the exit strategy section. Sufficient hard copies of the Manual of Guidance were produced through the Reprographic Department and placed in folders for each SPOs who would be attending the familiarisation programme. I was finally ready to go ahead for the implementation on the agreed date of 20 January 2000. I felt that the work involved and achieved, demonstrated my capabilities to undertake simultaneous major tasks and see it through to an effective conclusion. Further, it evidenced my ability to manage and operate under pressure with very limited resources.

Delivery of OCU PDR familiarisation programme

The first delivery was conducted on 20 January 2000 at Mill Hill station in OCU Uxbridge. The familiarisation programme delivery was intensive and I had an audience of about 40 SPOs ranging from sergeants to chief inspectors. Three days before the delivery I was informed that, the laptop computer was not available. On short notice, I had to arrange for a personal loan laptop, which included the PowerPoint version four facilities. I was promised that the training facilities would be first class, however, on the day I discovered that the presentation room was not comfortable. The room lighting was bright and did not allow for adjustments for an effective projector presentation and the adjacent partition doors had to be kept shut. The room was cold and it was a frosty day. The chairs were of basic design and very uncomfortable for officers. Nevertheless, despite the resource inadequacies, the familiarisation programme went rather well. I was satisfied with the outcome and during the question and answers session, I was able to ascertain the level of knowledge gained by the officers. At the end of the programme, Police Officer "P" and I got a standing ovation from the audience and the OCU Commander.

The second familiarisation programme was delivered at OCU Aldermaston on 9 February 2000. Due to operational commitment, this was carried out in two sessions, one in the morning and the other in the evening. The morning session had 20 officers from sergeants to chief inspectors. Contrary to what I experienced at OCU Uxbridge the resources here were first class, for example, various training materials were available. The laptop and screen gave a perfect image to the audience, the chairs were comfortable with a nice bright room conducive to learning. However, the delivery was more difficult as the police culture here was generally negative and there was

resistance. This was highlighted when on two separate occasions I had to make clear to one chief inspector and one sergeant that the PDR is a duty and has been endorsed by the CCMDP and the Federation. I was sad that I had to use the bottom line on these two officers because of their personal agenda against the Force. However, I was fully aware that some officers would display this kind of negative attitude as earlier identified in the findings of the initial survey. I felt that these particular officers would be given direct order to provide the service. In the evening there were another 10 officers, this session was delivered by Police Officer "P" and Police Officer "Q". Earlier Police Officer "Q" was silently participating during the morning session with me. My intention was that from now onwards both these officers would deliver the OCU familiarisation programme and I would take the role of a consultant for the programme. Both the officers were comfortable with their responsibility for the delivering of the programme. This was supported by the Sponsor. He felt that the accountability of the appraisal system within the Force rests with the CDD and therefore, quite rightly they should now take this responsibility. I felt strange and there was sadness that after nearly three years of my hard work I was now handing over the responsibility of the programme to another department.

Exit strategy

My exit strategy was to take a lead role in the delivery of the first two OCUs familiarisation programme and then hand over to the CDD. Therefore, from 1 March 2000 my work with the project ceased. I anticipate that the rolling programme would be completed for all OCUs by July 2000 and for the headquarters' staff by September 2000. The familiarisation programme will cease as of this date. Thereafter the responsibility for the maintenance of the programme will be through the appointed

OCU PDR Support officers. Twenty OCU PDR Support officers have been appointed covering all OCUs. Some of these officers were the original OCU workshop representatives. The responsibility of an OCU PDR Support officer is to ensure PDR cascade training and the self learning book is carried out for all officers within their OCU. These officers are therefore the first point of contact for PDR appraisal training and issues within their OCU and have direct link with the CDD. The intention is to have a yearly conference with all the OCU PDR support officers hosted by the ACC(P&T) to seek ways and methods to continuously improve the Force's new PDR appraisal process. I have also recommended to the Sponsor that an evaluation of the new appraisal system should take place beginning June 2001 by an independent consultant. I have suggested that the evaluation should ascertain:

1. Effectiveness of the PDR appraisal process;
2. Satisfaction on the agreed policing priorities;
3. Objectivity of the SIs;
4. Effectiveness of the competency levels;
5. Overall distribution of competency levels, evidence of appraisal error, that is obvious examples of positive or negative skew or central tendency;
6. Simplicity of the PDR appraisal procedure;
7. Performance measurement providing a meaningful appraisal.

Marketing of the PDR appraisal system

Throughout the PDR project, at each critical junction of the implementation of the programme, key department and personnel were consulted. These included the Defence Federation member, Equal Opportunity Advisor, Chief Constable and the Sponsor. Presentations were given to the Operational Commanders and Senior Police Officers at their annual conference, AMB members and to the Defence Federation. Progress reports were published in the Force Orders and the Force magazine "Talk

Through", ensuring that all officers were aware of the PDR programme and its progress (see Appendix "L").

CHAPTER 8

OVERVIEW

Own critical reflection

The PDR project had cut right across the culture barrier of the MDP. I realised the enormity of the project and its power and strength when I presented the findings to the AMB members. At this advance stage of the project, I felt in the ambience a reluctance to endorse the final phase of the implementation of the project. For example, for the first time the issue of cost was raised, I was informed that five minutes needed to write up one SI would amount to an average of £1 Million per year for the whole Force. However, I argued that the PDR replaces the existing ASR system and the cost estimation was not realistic. This reluctance gave a strong implied message, “this is something very big and dynamic”. The shift in the power base towards constables was an uncomfortable thought. I discovered similar implied reluctance on every occasion when I came to say “over to you”, for example, at the delivery of the implementation programme. I do understand that there is always some fear of the unknown when changes are brought about, but I had not expected this from the AMB members, who are after all the strategic thinkers and planners of the organisation. May be they had not understood the concept of the PDR process completely. Nevertheless, in the end CCMDP saw through the issues and as a dynamic leader gave me full support for the implementation of the project. I was still surprised when the Sponsor later said to me “you will learn” referring to the shifting position of the AMB members.

Teamwork processes

On reflection, four members as a team was a large number for collaborative work. In addition, the two-team members were trainers and I was the line manager for one officer whilst Police Officer "P" was the line manager of the other officer. I discovered that the trainer's focus of attention was very narrow and they were unable to undertake work outside the training arena. For example, during the workshop phase when the officers were having difficulty to grasp the PDR process, I was prepared to run with some outstanding issues, leaving it purposely open, and allowing the pilot programme to come up with the solutions because I wanted the ideas to be generated from operational fields. This was not viewed helpful by one trainer, who had only at a later stage understood the concept of the PDR appraisal but now wanted to deliver the programme in a prescriptive manner, contrary to the adult learning process. At this stage, I realised the narrowness of their skills. Additionally, I felt there was a power struggle where one trainer was using the assertiveness to demonstrate perceived capabilities of higher order conceptional skills. On many occasions I had to explain and explore issues with them so that they understood the appraisal process. This had to be done in small steps as issues tended to run away and I had to constantly bring them back on track. I accept that people have different learning styles and that it is extremely important to allow time for individuals to learn. Initially, it may appear to move rather slowly and this can be frustrating but at the end, the whole event picks up momentum and races faster than originally anticipated. The lack of understanding of the principle of adult learning by trainers, as suggested by Knowles (1983), meant that I had to take additional level of responsibility for others. However, due to unforeseen circumstances, as explained in the later section, the team was reduced to Police Officer "P" and myself.

The problem of changing beliefs and attitude

I am aware that the process of changing beliefs within an organisation is extremely difficult. To understand changing beliefs, I feel one needs to know the hierarchial order, which is behaviour, attitude, values and beliefs. It is easier to change behaviour than attitude in a person and likewise it is easier to change attitude than values of an individual. Therefore, attempting to change beliefs is a mammoth task and whether anyone can really achieve this, considering the time it takes in a large organisation for any meaningful message to filter through. Police service recognises this enormity and the ACPO police service statement (1990), puts a line under values, and states what attitude and behaviour it expects from the police officer. Whilst the Police Training Council strategy identifies knowledge, understanding, skills and attitude that is required to perform the policing role. Therefore, through the PDR appraisal system I have attempted to enhance knowledge and understanding of officers and through this process change their behaviour. As Renway Consultancy (1997) describes in their training pamphlet, behaviour is the combined effect of the individual's personal characteristics (perception, attitude etc.) and surrounding situations (environment, culture, style, technology, etc). Both elements are capable of significant and lasting change. In my view, the cycle of behavioural change, which has been initiated by the PDR, will have a major impact on the officer's attitude. My expectation is that the collective change in the attitude will have significant impact on the values held by the organisation. Each stage will take time to progress, however, my past experience within the Training Centre (Manghnani and Verma 1994) demonstrated that change in the attitude of the staff is a slow process but once it starts moving it picks up its own momentum and various champions are born who are able to drive the process forward. Accepting this experience, my initial priority was to place the appraisal

system at the heart of the organisation. I also felt that to a large extent controlled or forced behavioural changes within a disciplined organisation, such as police service is relatively simple. However, forced behavioural change requires a constant custodian watching approach. This has never effectively worked because as soon as you withdraw the pressure, the situation reverts to its original pattern and sometimes goes backward with a vengeance. Control systems have never been successful in the police service, as evidenced by the requirement of the introduction of Police and Criminal Evidence Act (1984). However, if officers are empowered to bring fundamental changes in the power base within its hierarchical organisation, the change could have dramatic effect. If the officers see the benefit of the PDR appraisal system where they are in control of their performance assessment then this can create synergy and have major impact. On the other hand, I discovered some SPOs gave just superficial support. These officers were initially very keen about evidence and objectivity of the appraisal system but now did not want to take an active part. Maybe they realised that the appraisal was more transparent and that they were required to take responsibility for their own performance. Evidence gathered suggested that these officers then attempted to discredit the PDR system by stating that it was bureaucratic or that there was too much paper work involved. Moore (1999) responded to similar complains from his officers by suggesting to focus on the issue he said, this was not about bureaucracy but about performance delivery. This attitude even extended to the senior rank officers. The message was, "I will sit, wait, and then criticise the appraisal". They did not want to take their responsibility for development, progression or identification of the performance. I realised that I was dealing with cultural issues of the organisation and the best way forward was to identify champions such as the OCU PDR Support officers and empower them to commence the

implementation process, OCU by OCU. This would allow those keen officers to provide a service to their colleagues with a purpose and their work would be recognised through the publication of a Force Order (2000). This would marginalize those officers who were against the PDR process. I suspect the majority of these officers are poor performers and at present are hiding their unsatisfactory performance under the current ASR. In my view, the big ball had started to roll and the momentum generated would have phenomenal effect on the organisation at operational level.

How my role changed during the PDR project

Initially my rank and position as the Head of Training gave me advantages. I was able to pick the trainers as the team members for the project. My daily contact with them gave me the opportunity to work closer with the team. I was able to ensure that work allocated was such that they were able to give sufficient time towards the project. I was also readily available for Police Officer "P" as his department was within walking distance. As explained earlier he became the key player with whom I worked in close collaboration during the design and the implementation of the PDR appraisal system. However, unexpectedly there was a change of my line manager at the Training Centre. Within six months, I had to experience two different line managers. I had not foreseen the effect of this change on the PDR project or on myself. For example, at very short notice I was required to cancel PDR project team meetings. On another occasion, during the appraisal presentation to the Sponsor, at a critical phase of the PDR project, Police Officer "V", suggested that the finding of the initial survey was not unusual. He was referring to the 25% satisfaction level with the existing ASR and stated that any other external organisations would come up with similar response satisfaction rate. I was astounded that he considered less than 25%

satisfaction rates as normal. Whilst Police Officer “W” did not want grades 1 to 7 as competency levels but instead preferred the option of having two grades, contrary to the finding of the initial survey. I was also concerned that the Sponsor, who was at the presentation, did not voice any objections. This implied lack of support meant that my task had now become more complex. Therefore, I had to tackle problems in novel ways to go around the hierarchical power position and still keep my professional integrity and ethics. On many occasions, I felt under a great deal of pressure. This was in addition to other issues I had to deal with whilst running the Training Centre. The negative dialogues from the higher rank line managers meant that I had to formulate solutions to maintain the pace of the project.

Simultaneously, my own career progression had come to a halt. Earlier I had applied to the HMIC for the job of the staff officer, however, my application was not even paper sifted. I was left very confused as I felt that I had the necessary skills and attributes to take this new job role. At this stage, I discovered that there was very little genuine support from my line manager. However, I managed to keep the PDR project on its running track, albeit, at a much slower pace. Meanwhile, I appealed to Her Majesty’s Chief Inspector of Constabulary (HMCIC) against the decision on the paper-sift, this produced a dramatic change in the direction of my career. I had a written response to my appeal from the HMCIC who also consulted the CCMDP and suggested that I should be very quickly given an operational role at a senior position. He said that the MDP was doing a disservice by keeping me for so long at the Training Centre. Simultaneously I had asked for a transfer from the Training Centre as I had completed nearly 3 years. The combination of these two created an opportunity and in March 1999, I was seconded to the Essex Police as Chief Inspector

(operations) for the Chelmsford division. This was the first time that an officer of chief inspector's rank was seconded to the HO Police Force from the MDP. This was specialised work, as I had to carry out the police operational responsibility in a different organisation. My learning curve was very steep and it required interdisciplinary approaches and understanding. I still had to maintain the momentum of the PDR project, which now was outside my main stream of job role and responsibilities. This situation was unpredictable and I experienced being at the heart of the issue but operating from outside the organisation. This meant that I did not have any direct control on the project team members and they viewed the change as the beginning of lack of my influence and enthusiasm on the PDR project. I had to develop new approaches to deal with this new situation. I had to undertake work during the period of my rest days that I had accumulated for working weekend duties. This allowed me to work re-rostered rest days during the week, for example, on Tuesdays or Fridays. This was of great assistance, however, on reflection I now realise that I was working under intense pressure. This was further compounded by my Chelmsford Divisional Commander unexpectedly retiring from the police service in September 1999. Hence, until his replacement, I along with the detective and support chief inspectors within the Division had to take on the additional responsibility of a Divisional Commander, in rotation. For me this continued until the end of my secondment with the Essex Police. Unfortunately, during the same time, two members of the PDR project team had unforeseen domestic issues which meant that they were unable to cope with this additional responsibility. The domestic issues were of such intensity that they went sick for a considerable amount of time and were away from work. Under these circumstances, I was concerned at their ability to support the project and reluctantly withdrew them. I independently evaluated the

position of the project and decided that as the main thrust of the project related to the appraisal system, if I worked in collaboration with Police Officer "P" with greater intensity, I would be able to move the project to reach its destination. I also felt that this had advantages too, for example, as there was only two of us we should be able to move much faster. Additionally, as explained earlier the overall responsibility of the Force appraisal system rested with the Career and Development Department and therefore Police Officer "P" quite rightly had a stake. As I continued to work in collaboration with Police Officer "P", I established a modified paradigm by fostering a powerful, synergy for the project. This was because he was a complete finisher of the task. Whilst my style and strength had been in concept formation, a planter and reflective practitioner (Schon 1987). The combination of these two different styles had a profound impact on the progression of the PDR project. It boasted the pace to the extent, which even I had not envisaged. I found Police Officer "P" was always honest about the limitation of his ability, in particular, when the project moved from known to unknown area. This was underpinned with his professionalism and integrity. He was a fast learner and would very quickly catch up. I had to constantly push myself to the next issue of the project as he had completed the previous task, thus I made professional use of Police Officer "P" to support self-directed learning. For the first time I had worked with another colleague of the same rank without tension. The reason may have been that both of us worked on our strengths and accepted each other not as competitors but as true collaborative partners of the project. This was unusual as my experience within the MDP had been that one needed to protect ones work as there is a tendency for the line manager's to seek ownership and praise for the work which they had not carried out, ignoring the efforts made by the individual concerned. The project helped Police Officer "P" to develop

his reflexive inquiry and enhanced his skills on training delivery (see Appendix "M"). The original team member, Police Officer "Q", has now rejoined the team for the purpose of delivery of the familiarisation programme. The perceived initial trainer skills superiority by this officer, in particular, towards Police Officer "P", who did not have trainer skills, disappeared and I felt that the two would deliver the other familiarisation programmes effectively working as one team. This process can be justified as bases for improvement in practice. Meanwhile being temporary outside the organisation gave me another advantage, I now had a direct link with the Sponsor and I did not have to go through my line manager in the MDP. This facilitated the project immensely. I was able to brief the Sponsor at each critical stage and he supported the project by giving me full responsibility. With no other obstructions, the project moved rapidly. In October 1999 my career, progression had another change. I once again applied to join the HMIC. This time I was short-listed and was given the job of team leader for the HMIC's thematic Inspection on "Winning the Race III". This was a temporary promotion to superintendent and would commence on completion of my existing secondment with Essex Police in January 2000. Events thereafter moved much faster, on 6 January 2000, I had my Force promotion board, and I was the top successful candidate. My role with the HMIC commenced on 12 January 2000 and I was immediately promoted to substantive superintendent rank. I reflected on my performance and discovered that the impact of my career progression on the PDR project was two fold. Firstly, I had a burst of energy to progress the project to its completion. Secondly, my higher rank meant that I was elevated and now the path was clear of hierarchial obstruction and I enjoyed a much closer link with the Sponsor and was able to brief him on the political implications of the PDR project. On reflection, I learnt the impact of hierarchial rank within the police service.

For example, politics play a significant role when one is working on strategic projects, which has been initiated by someone like me who sits half way up in the organisation. On many occasion, I felt that the complexity of political implications meant that the project came to close abandonment. If that had happened, I am convinced that the whole project would have been shelved for at least another two or three years or may be even longer. It would then require an impetus, for example, the HMIC inspection to resume the journey. Therefore, I felt a tremendous responsibility to contribute to the PDR project despite, as described earlier, getting negative support for the project. In my view, by planning and effectively managing the project it gave me great depth of knowledge of an inter-disciplinary nature in a complex disciplined organisation.

How I have been affected

It has been a hard and a lonely journey for me. In spite of collaborative work and subsequent late support by the Sponsor, I had to take the lead to constantly and continuously push the project to its destination. On many occasions, I had a feeling of giving it up, as I could not find compelling reasons for taking this additional responsibility. It was not my department, the appraisal was not my portfolio and I had enough of my own policing tasks to perform. However, the project was entirely left to me. I questioned myself for the reasons to continue with the project but I have been unable to answer. It may have been as mentioned earlier to take up a challenge or the possibility of obtaining 180 credits at level 5 or to help my police colleagues or other Forces' colleagues who felt discriminated due to the subjectivity of their appraisal system. On reflection, I feel it was the combination of all these issues. Nevertheless, the completion of the whole project has left me on a high. It demonstrates my autonomy and the capabilities of undertaking high-level

responsibility within the bounds of professional practice. This was further endorsed when I delivered the first familiarisation programme to OCU Uxbridge. There was an excited buzz among SPOs and supervisors, who gave me public ovation and personal support. My concerns for the future are, will the Career and Development Department effectively monitor the PDR appraisal system and will the Force sponsor the evaluation programme in June 2001? At this stage, I am unable to respond to these questions.

The Level at which I have worked

The PDR project exposed me to the highest level within my organisation. I had to engage in professional communication with the CCMDP and members of the AMB. I gave presentations to the “critical communities” for the development of the project to management members of the Defence Federation, OCU Commanders and SPOs. At the same time, to ensure the operability of the PDR project, I deliberately worked closer with operational police officers and included officers predominately from constables to chief inspectors rank. What I learnt was the complexity of negotiating and delivering of impactful work when one is dealing at different levels. I learnt that for effectiveness it is essential, first to understand the level of the operability of the community and modify the structure, without losing the theme, so that it hits the understanding level of that particular community. In practice, this is a complex skill to deliver. I experienced this during the PDR pilot programme when I was negotiating with constables on changes to the PDR appraisal system. In general, these officers were keen and enthusiastic, but that only extended as far as their own world of responsibility, current role and work. They were not interested on strategic issues, for example, how the project would impact the whole organisation. On numerous

occasions, I felt frustrated as many constables and sergeants were more than happy to be led rather than take lead when the opportunity was given for bringing about change. One sergeant during my interview was very keen on identifying the problems that he would encounter with the PDR process. For example, he felt that it would be left to him to write evidence for his constables because he would find it difficult to ask them to write evidence of their performance. When I asked him what he would suggest, he was most annoyed that I was asking him to provide a solution for his problem. Many operational police officers had this kind of mindset, which included even chief inspectors and superintendents. In my view, this was a reflection of the lethargic culture the organisation has entwined itself. These twines of culture would have to be individually unwound and it could not be done overnight. This was accepted by the CCMDP. However, given time for the PDR system to embed itself within the foundation of the Force, then I feel slowly but surely each culture twine would be unwounded.

The professional impact of this project on the MDP

I discovered during the implementation phase that there was a mind block. Officers who worked on perceived quiet stations felt that they do not do much in the way of policing tasks and what they do is mundane. Therefore, what was the point of writing SIs on their job performance as everyday it was going to be the same. Unfortunately, this mindset was also supported by their line managers who gave bigger impactful examples to demonstrate credibility to this argument. This was particularly observed at one section of AWE Aldermaston. The attitude of these officers was to blame every one else. Many were mentally lethargic. Collectively they formed a large bowl of negativity and they spiralled downwards with the intention of taking other officers

along. One supervisor said, “we do not want to be transferred to another station”. This highlighted their fear and inadequacy as they had de-skilled themselves. They felt that the requirement of SIs would expose their inadequacy and put them under pressure to perform their role. During the pilot programme when I interviewed an officer who had similar attitude about doing mundane task. I took her through devising her priorities on her role and responsibilities, she discovered how much she actually did and that it was not mundane. Having written her action plan, she now looked forward to achieving her tasks demonstrating her policing skills. I feel that she is now motivated towards achieving her goals. However, officers from other stations who perceived that they were busy with police work were very keen to write their SIs. Majority of these officers felt that the shackles had been removed and they had a purpose for their performance, which would be recognised irrespective of who happened to be their first or second reporting officer. Therefore, once the officers start the PDR process by agreeing the priorities and the action plan they will discover that they are on the journey and realise that their tasks are interesting which is purposeful and helps in meeting organisation’s aim and objectives. For the minority of officers who may still be reluctant, they will have no choice as the Force Order published gives the PDR appraisal the status of a “duty”, and failure to comply with this order will subject that individual to disciplinary actions. The shift in the mindset has begun with three OCU’s familiarisation programmes completed that is nearly a third of operational police officers within the Force. I feel that the journey of change in the power base has commenced.

Complexity of the project

The PDR project is the first one for the MDP. The process of collection of SIs using agreed tasks and then converting into generic core policing skills for measurement against specific competency levels is original. The conversion from tasks to skills was a difficult concept for operational police officers to understand and made the operability of the appraisal system complex. I had to alter the implementation of the PDR appraisal system from big bang approach to one of phase implementation. This has made the implementation programme much longer than I had originally anticipated. Longevity of the implementation meant that I had to ensure that the process was continuously monitored and I negotiated with Police Officer "P" and the OCU PDR Support officers to ensure that this was carried out. In addition, I had to deal in operational context, a complex work environment that included police officers based at 120 stations in England, Wales Scotland, Northern Ireland and HQ. This is unique, as no police service within UK has to deal with such a diverse spread of police stations. The complexity of dealing with such a wide spread police force meant that communication was subjected to distortion, where meaning could be lost by the time it reaches the source. I had to carefully manage the effective communication process and select the appropriate tool for the implementation of the project.

Underpinning learning outcomes

Throughout the duration of my project, I have habitually reflected on others and my own actions with a purpose to develop a reflexive inquiry to enhance and develop my higher order capabilities. During my project, there has been a continuous theme of ethical understanding and effectively managing of my ethical dilemmas. One ethical

dilemma, which I experienced was the employment of an external consultant to work and validate the competency levels. I had suggested to the Sponsor to employ Police Officer "T" of Gloucester Police. I made this recommendation because I had worked with Police Officer "T" during my secondment with National Police Training. Therefore, I was aware of his evaluation skills and his capability. In addition, he had become a family friend. Earlier, I had obtained an undertaking of £1,000 from the Sponsor for external consultant fee. My dilemma was to ensure that I kept the personal friendship and professional task separate. This was not easy as it concerned the issue of payment. I was very uncomfortable with this and the issue of perception of favouritism and possibly denying other individual or organisation to tender bids for this work. I dealt with my dilemma by firstly seeking in writing from Police Officer "T" his expected cost for providing the external consultancy work. In addition, I asked him to seek approval from his Force that he was able to receive payment for assisting another police force on occupational work. Thereafter I briefed the Sponsor, I made him aware of Police Officer "T's" capabilities, my relationship and sought his views. He endorsed my advice. I then asked the Personnel and Training budget manager to draw up the contracts by using the MoD's main contract branch at Glasgow. This would allow clear water between Police Officer "T" and myself on the critical issue of payment for the work contracted. In the end I was not put in any embarrassing position as the Gloucester Police Deputy Chief Constable was against Police Officer "T" working on payment but was prepared to loan him for 40 hours to undertake the task. This was supported by the Sponsor and Police Officer "T" worked slightly more than 40 hours and provided the Force with an excellent piece of validated work. The MDP saved £1,000 and in lieu the Sponsor offered the services

of the MDP officers should Gloucester Police required any assistance on a similar basis and thus help in building a network.

Critique of the methodology

1. I should have taken more care in the selection process of the workshop representatives, as subsequently some of them did not provide the service they agreed to. The capability of some of the officers was inadequate, however, this was difficult as within the Force these officers were perceived to be forward thinkers and wanted the additional responsibilities. Unfortunately, these officers came with their agendas, which did not help the PDR project.

2. The pilot phase should have run for at least six months as opposed to four months. This would have given officers more time to undertake their priorities as few were unexpectedly transferred, some went on leave whilst others fell sick.

To Conclude

As I had earlier described in my study, the complexity of the project justified the need for two different methodological approach and the production of Volume I and II. The PDR appraisal has now been implemented and this is going to make a phenomenal impact on the whole Force. The shaping of the organisational culture has commenced. I am confident that it will deal with new challenges and create an environment of a dynamic Police Force. I feel I have achieved through intensity of work, commitment and leadership an appraisal process which is original and would be judged as good practice within the British police service. I make this claim on the basis that my current project with the HMIC has allowed me to evaluate and compare

the appraisal system of all other 43 Police Forces within England and Wales. The whole project demonstrates and confirms my over-arching capability in the designing and implementing of a new appraisal system for the whole of the Ministry of Defence Police.

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APPENDIX “A”

(Previous Annual Staff Reports)

MINISTRY OF DEFENCE POLICE

Staff Report

IT WILL BE NECESSARY
TO PHOTOCOPY THIS REPORT
PLEASE COMPLETE IN
BLACK INK

1. Facts

Name.....
Surname Forenames

Date of Birth.....

Period of Report From To

Substantive RankNumber

Date entered substantive rank Date entered for:

Rank (other than substantive rank) held during period of report; indicate the proportion (to the nearest month) of the period spent in that rank.

.....

Present station Since when

2. Present Job

27

(a) Job description

(Mention any duties or tasks performed during the period of the report which are not normally part of the standard Police duties at the station.)

(b) Assessment of performance

Indicate overall performance of these duties by ticking the appropriate box below.
(This assessment should reflect the performance actually achieved in the circumstances which prevailed. It should not make allowance for any special factors such as age, inexperience, ill-health and unusually high turnover of staff; they should be stated below the assessment.)


Outstanding	Exceptionally effective	<input type="checkbox"/> 1
Very Good	More than generally effective but not positively outstanding	<input type="checkbox"/> 2
Good	Generally effective	<input type="checkbox"/> 3
Fair	Performs duties moderately well and without serious shortcomings	<input type="checkbox"/> 4
Not quite adequate	Definite weaknesses make him/her not quite good enough to "get by"	<input type="checkbox"/> 5†
Unsatisfactory	Definitely not up to the duties	<input type="checkbox"/> 6†

Indicate below any special factors which may have affected performance.

* Delete whichever is not applicable.

† See Section 7 below

3. Aspects of Performance

 In assessing performance you have already considered some or all of the following aspects; would you now comment on and assess the aspects separately. You should make as much use as possible of the spaces for comment as well as completing the rating scale so as to provide as full a picture as possible. Each aspect is described in terms of Outstanding performance (A) and Unsatisfactory performance (F). The four intermediate ratings (B,C,D,E) represent behaviour between these extremes.

Rating 'A' or 'F' should be given if you believe that it is a generally true statement that could be supported, if necessary, by specific occurrences. Rating 'B' means that while 'A' is not a generally accurate description of behaviour, there are marked tendencies in that direction, and 'C' some tendencies in that direction. Rating 'E' means that while 'F' is not a generally accurate description of behaviour, there are marked tendencies in that direction, and 'D' some tendencies in that direction.

		A	B	C	D	E	F	
(a) Knowledge of duties	Very well equipped with appropriate breadth of up-to-date knowledge							Displays serious gaps, weaknesses or limitations in knowledge
(b) Ability to apply knowledge of duties	Particularly competent in the exercise of relevant skills							Inept at applying relevant skills
(c) Penetration	Extremely quick on the uptake and gets straight to the roots of a problem							Slow at understanding and seldom sees below the surface of a problem.
(d) Judgement	His proposals or decisions are consistently sound							Poor perception of relative merits or feasibility in most situations
(e) Initiative	Always constructive and enterprising; far sighted							Seldom able to act independently
(f) Expression on paper	Always cogent, clear and well set out							Clumsy and obscure
(g) Oral Expression	Puts his points across convincingly and concisely							Ineffective
(h) Acceptance of Responsibility	Seeks and accepts responsibility at all times							Reluctant to take on responsibility; will pass it on whenever possible

		A	B	C	D	E	F	
Reliability under Pressure	Unflustered, competent and reliable at all times							Easily thrown off balance; not reliable even with normal pressures
Drive and Determination	Wholehearted application to tasks; determined to carry a task through to the end							Easily baulked by minor setbacks or opposition and requires constant supervision
Appearance and bearing	Outstandingly smart in appearance and in bearing							Slovenly in dress and bearing
Relations with the public	Courteous, tactful, and sensitive but displays firmness when necessary							Unhelpful, indecisive and intolerant
) Relations with colleagues and establishment personnel	Sensitive to other people's feelings; tactful understanding of personal problems; earns great respect							Ignores or belittles other people's feelings; brusque; intolerant and does not earn respect
) Organisation of work (if applicable)	An exceptionally effective organiser							Cannot organise work or delegate
) Management of subordinates (<i>where applicable</i>)	Organises and inspires staff to give of their best							Inefficient in the use of staff; engenders low morale

Have you any reason to believe that this officer has anything other than a strong and honest character?

Well fitted	}	for promotion to	<input type="checkbox"/> 1
or Fitted			<input type="checkbox"/> 2
Likely to become fitted	}	<input type="checkbox"/> 3
or Not fitted		(rank)	<input type="checkbox"/> 4

YES/NO/NOT APPLICABLE*

YES/NO* (If he would benefit give reasons)

If you consider that you have not so far drawn a complete picture, please provide any additional relevant information here drawing attention to any particular strengths or weaknesses.

~~years~~

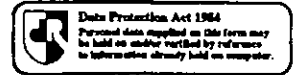
... Rank ...

Unit/Establishment ...

5

Staff Report

Reporting Officers must read the guidance notes at Annex A to FSO Section 5 before completing this form.



1 General Details

Substantive Rank	<input type="text"/>	Male	<input type="checkbox"/>
Force Number	<input type="text"/>	Female	<input type="checkbox"/>
Forenames	<input type="text"/>		
Surname	<input type="text"/>	Date of Birth	<input type="text"/>
Date Joined Force	<input type="text"/>	Date Joined Present Station	<input type="text"/>
Date of Promotion to Present Rank	<input type="text"/>	Date of Seniority In Present Rank	<input type="text"/>
Staff Number	<input type="text"/>		
Station/Division	<input type="text"/>		

Any other substantive rank held during the period of this report

The period this other rank was held:

From To

Any temporary duty in higher rank during the period of this report

The number of day in temporary higher rank

The period that this report covers:

From To

Qualifications gained during the period of this report

2 Duties

2.1 Job Description To be completed by the Officer being reported on

Job Title (if any)

Supervisory ranks *What numbers and ranks of staff are you responsible for?*

Main Duties Of Your Job *See Note 1*

This should include:

- The duties agreed between you and your 1st Reporting Officer
- Any changes to these duties during the reporting period

% of total
workload

2.2 Assessment of the job description To be completed by the 1st Reporting Officer

Do you see this Officer's work frequently?

Tick box applicable

Yes ☐

No ☐

give reasons

3 Performance

3.1 Aspects of Performance To be completed by the 1st Reporting Officer

Mark each aspect in accordance with the following scale

1. Outstanding

Performance is consistently outstanding and well beyond that normally expected

2. Significantly above requirements

Performance often exceeds that normally expected

3. Acceptable

Performance is fully acceptable and meets normal requirements

4. Improvement necessary

Performance sometimes falls short of normal requirements

5. Unacceptable

Performance often falls short of the needs of the job

Comments are required when giving a high or low grading (see notes 2-4)

3.1 continued

Report Factors

1 2 3 4 5

Comments

Appearance and Bearing

--	--	--	--	--

This concerns the standard of dress and bearing maintained by an Officer at all times having regard to the conditions under which he/she operates. The grade should reflect the conscious effort made by the Officer towards maintaining a high standard.

Professional Knowledge

--	--	--	--	--

This assesses the degree to which the Officer is abreast of the advances in relevant fields of police activities and knowledge of relevant statutes and criminal law, as well as police systems and procedures. It can cover understanding in great depth of a narrow field or less profound understanding of a wider range of topics.

Application of Up to Date

--	--	--	--	--

Professional Knowledge

This assesses the uses made of police and legal knowledge to solve problems arising in both operational and managerial situations. It does not depend on the mark given for professional knowledge.

Acceptance of Discipline

--	--	--	--	--

This reflects the Officer's response to Force discipline and his/her ability to engender self-discipline.

Drive and Determination

--	--	--	--	--

This assesses the ability to get things done in spite of difficulties. Not every job is testing in quite the same way and a qualifying remark will often be appropriate.

Reliability Under Pressure

--	--	--	--	--

This relates to both the normal pressures associated with the even flow of work and to the crises which occur from time to time. It can only relate to work actually done whether or not pressures are abnormally high and this should be reflected in the comment.

3.1 *continued*

Report Factors

1 2 3 4 5

Comments

Relations With Colleagues

--	--	--	--	--

This reflects relationships with other members of the Force and with Civil Service working in direct support of the Force. The assessment should reflect the way the Officer copes with varying situations, commands the respect of colleagues and is able to work constructively with all types of people.

Relations With Public and Establishment Personnel

--	--	--	--	--

This concerns the degree to which courtesy, tact and sensitivity are displayed together with a firmness of approach when the situation so demands. The avoidance of discourtesy or intolerance are important considerations.

Acceptance of Responsibility

--	--	--	--	--

This relates to the degree of willingness to accept responsibility. Willingness to take on a job is not sufficient to earn a high marking; in taking it on the individual also accepts the responsibility for seeing it through to a sensible conclusion.

Oral Communication

--	--	--	--	--

This concerns mainly the manner of expression rather than its subject matter. The test is concise, lucid speech which readily conveys its meaning to the listener. Where relevant a distinction should be made between telephone conversation and face-to-face dealings.

Written Communication

--	--	--	--	--

This concerns the clarity with which letters, reports and minutes are expressed and not the subject matter itself. The test is whether the meaning is absolutely clear and is logically expressed rather than elegantly phrased.

Management of Subordinates

--	--	--	--	--

Supervisors only

This reflects the person's ability to get the most out of subordinates. The marking should reflect the ability to match the talents to task, a concern for the needs of staff and sensitivity of approach.

3.1 continued

Report Factors

1 2 3 4 5

Comments

Management of Time and Resources

--	--	--	--	--

This assesses organisational ability as proven by the economic use of an Officer's own effort and those resources for which he/she is responsible, be they equipment, vehicles or personnel.

Analytical Skills

--	--	--	--	--

This concerns the ability to analyse a problem or issue and set it out with clear options and recommendations for action. It is a skill underlying all briefing and decision making.

Judgement

--	--	--	--	--

This concerns the ability to make sound decisions or proposals and to know when it is right to act or advise. Someone who makes a few proposals, but few mistakes, should not get a high marking.

Initiative

--	--	--	--	--

This concerns the ability to initiate correct action in response to a given set of circumstances without having to seek guidance from Senior Officers.

Leadership

--	--	--	--	--

This concerns the ability to motivate others, not necessarily subordinates, to follow a good example; to direct in such a manner that others understand, and have a respect for, the Force's aims and to guide the actions and opinions of others to good effect.

3.2 Overall Performance **To be completed by the 1st Reporting Officer**

☐ Refer to notes 5 to 7.

☐ This marking must reflect actual performance.

☐ Do not make any allowances for special factors ie age, inexperience, ill health or unusually high turnover of staff.

☐ Any special factors should be shown separately in section 3.3.

If box 4 or 5 is selected refer to notes 5 and 6 for guidance for the course of action to be taken.

The Assessment

Tick one box only

1. ☐ Outstanding

2. ☐ Performance well above average

3. ☐ Performance fully meets the normal requirements of the rank

4. ☐ Performance not fully up to requirements in some respects

5. ☐ Unacceptable - consistently below required standard

3.3 Pen Picture **To be completed by the 1st Reporting Officer**

☐ Comments should be given in the form of a vivid pen picture, drawing attention to any strengths or weaknesses and other relevant abilities (you may, for example, say how a young person is shaping up or how a person has coped with a period of stress).

☐ Any special factors that have affected the overall performance marking in 3.2 must be included.

☐ Any weaknesses during the period of the report should have been discussed with the person. You must state whether or not this has been done.

3.4 Promotability Assessment To be completed by the 1st Reporting Officer

Important! The person being reported on must read this note in relation to the assessment given below

Date _____

4.1 Job Appraisal Review To be completed by the Officer being reported on

4.2 Appraisal Review Recommendations To be completed by the 2nd Reporting Officer

☐ Refer to notes 12 to 15

If an appraisal review was not conducted state why.

Did any recommendations for a posting arise from the appraisal?

Yes ☐ give details below

No ☐

If the Officer being reported on has received a box 5 marking, have you handed him/her written notification of the marking and attached a copy to this form? Yes ☐ No ☐

4.3 Comments On Performance To be completed by the 2nd Reporting Officer

- ☐ This should include any relevant comments or matters which arose during the appraisal interview, other than those covered in section 4.1.
- ☐ An indication of how much of the person's work you have seen must be given.
- ☐ You should also record here (and tick the box below) any recommendations for training. They may be in general terms or as training course titles.
- ☐ You should indicate, in red ink, any areas of disagreement in sections 3.1, 3.2, 3.3 and 3.4. You should also confirm that you have discussed these with the 1st Reporting Officer.

Tick box if training is required

4.4 Promotion Appraisal

To be completed by the 2nd Reporting Officer
(only if a fitted or better marking is given)

Would you accept the person at the higher rank (detailed in 3.4 if there was a post available?)

Yes ☐ go to 4.5 No ☐ give reasons below

4.5 Career Appraisal

To be completed by the 2nd Reporting Officer

☐ Refers to notes 16 to 18.

☐ Assess the Officer's long term potential by completing the following:

At present the Officer seems:

1. ☐ To have exceptional potential to rise to the rank of
2. ☐ To have higher potential to rise to the rank of
3. ☐ To have potential to rise one rank but no further
4. ☐ Unlikely to progress further

This Officer has worked under me for
_____ years _____ months

Signature _____

Name
Rank
Etab
Date

5 3rd Reporting Officer's Report where applicable

☐ Refer to note 19

☐ If you know enough about the work done to comment on the assessments made by the 1st and 2nd , Reporting Officers, you should state the following:

- Whether you agree with them or indicate where you disagree.
- How well you know the person being reported on and record your assessment of promotion and long term potential

☐ If you change any assessment disclosed to the person at the JAR, you should inform the individual concerned at a further interview.

Signature _____

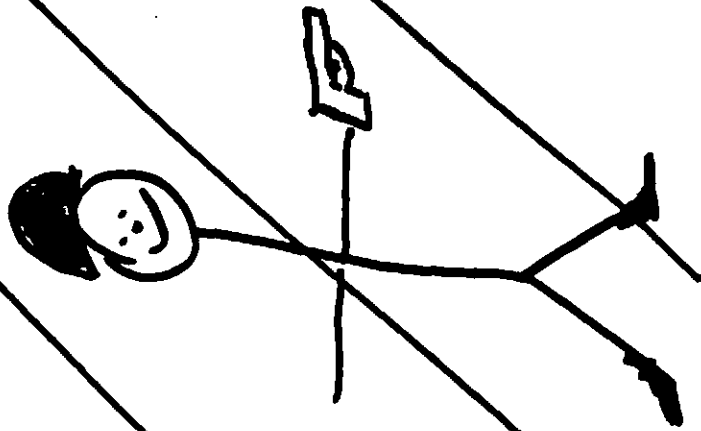
Name
Rank
Etab
Date

APPENDIX “B”

Probationers’ Perception of:

Force
&
MDP Officers

BEFORE



Depicts the
Students' views
of the NDP
(Note the 'smiley' face, it
was conscious decision
by these officers to represent
the officer in a positive vein)

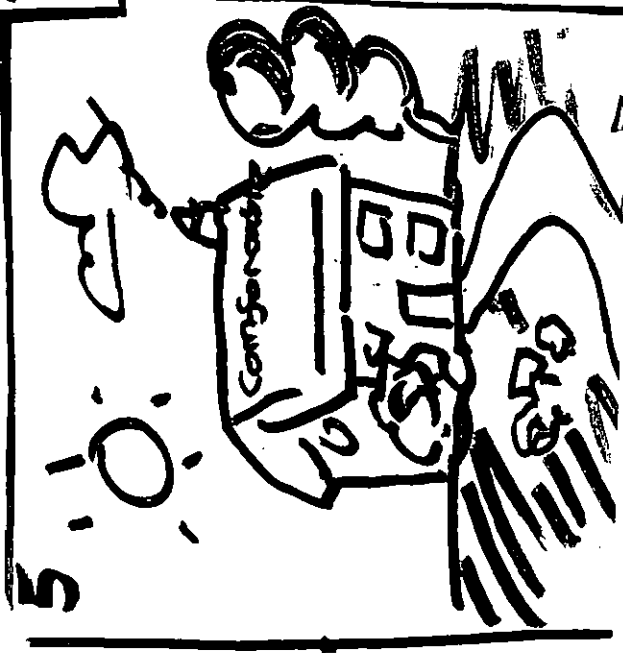
ARMED SECURITY



Probationers views represent five different questions:

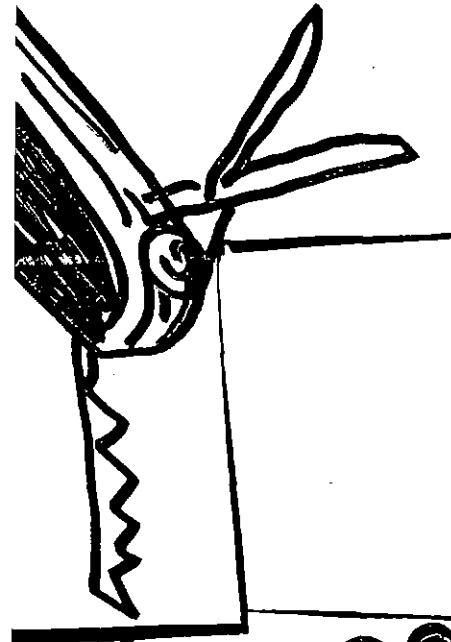
- 1) The MDP Country-wide picture
- 2) An MDP officer, Swiss knife (versatile)
- 3) Home office Police officer = MOD Police officer
- 4) MDP Station, important (inside perimeter fence, whilst outside is Mr NASTY wants to get in.
- 5) Police Training Centre, Comfortable like home.

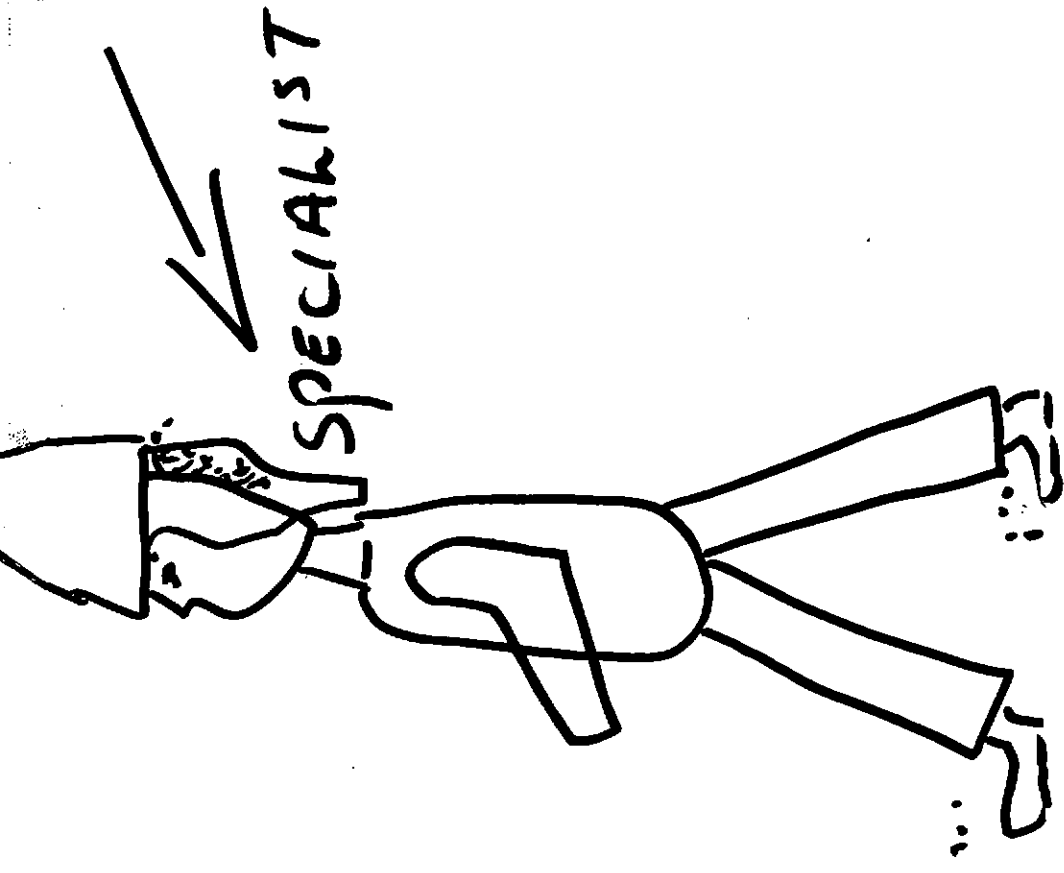
3/



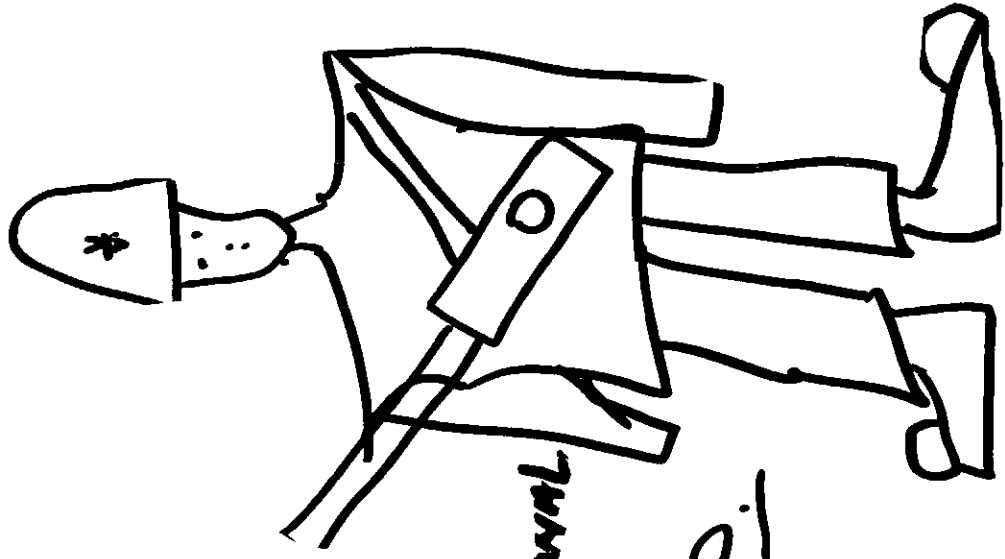
4

of IMPORT





No police officer
(note the arrow on long hair?)



Perception of an
NIP officer: Professional
& Skilled

→
PROFESSIONAL
SKILLED.

4. a)

VITAL



4a) Probationaries considered themselves to be adaptable, protecting vital security important established.



CITADEL

5) Training Centre, relaxed atmosphere and fountain of knowledge.



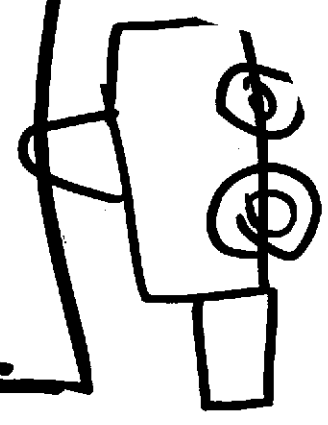
NEW

RELAXED

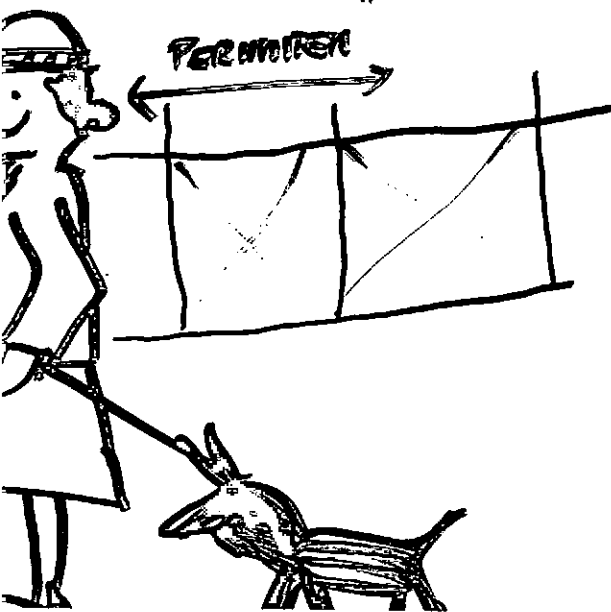
UNIVERSAL
ADAPTABLE



Fountain of Knowledge



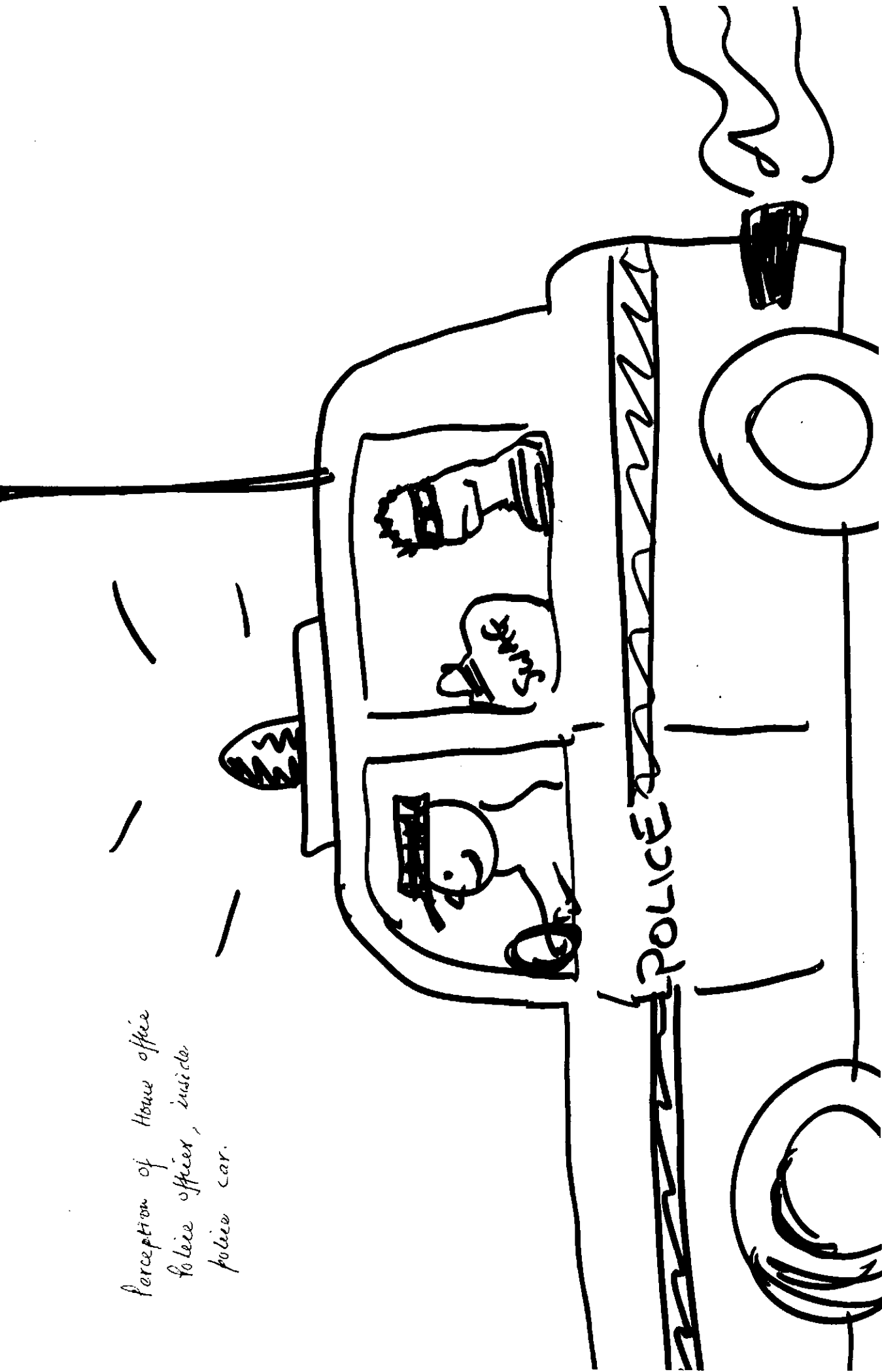
QUESTION 2



IDF officer on dog
patrol inside perimeter fence
(note: a woman police officer)
with smiley face

Home office county
police officer
(Note: the glum face)

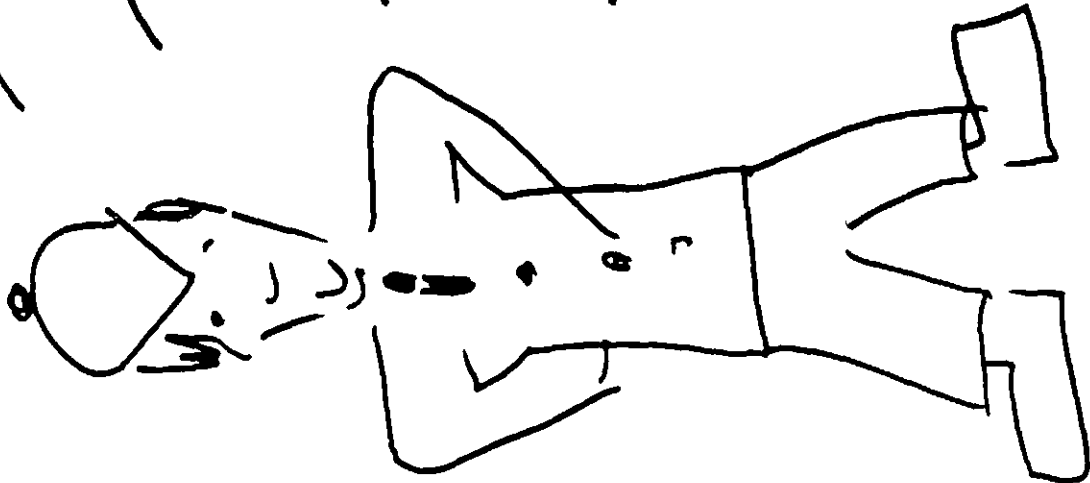
Perception of House officer
Police officer, inside
Police car.



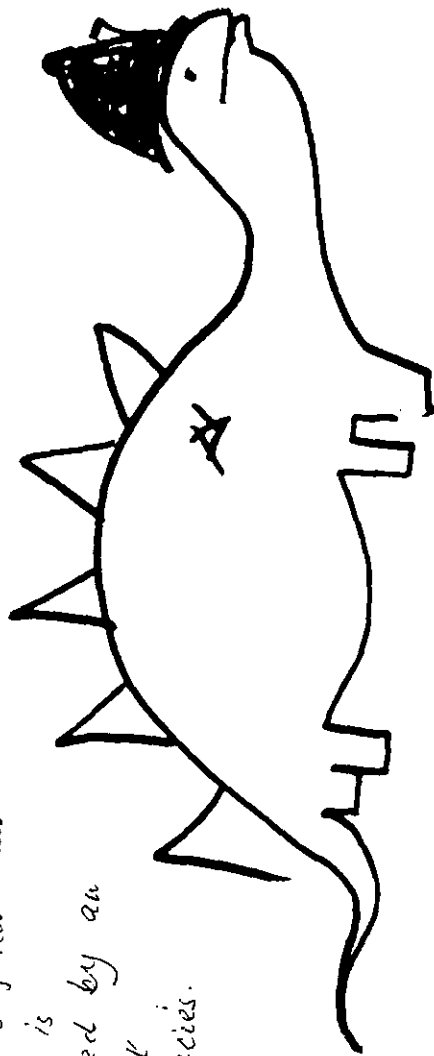
AFTER

1/96

296



Here a different group
of officers perceive that
their Recruit Course prepared them
for a career as a Police officer - only
for them to find that
the Force is
populated by an
extinct
species.



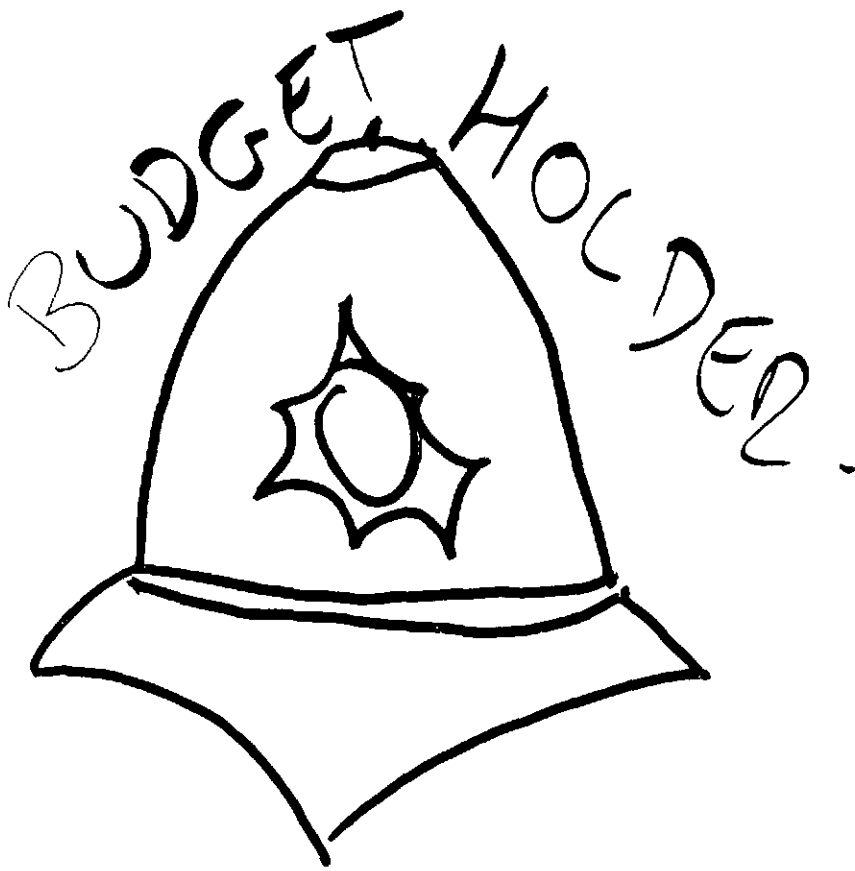
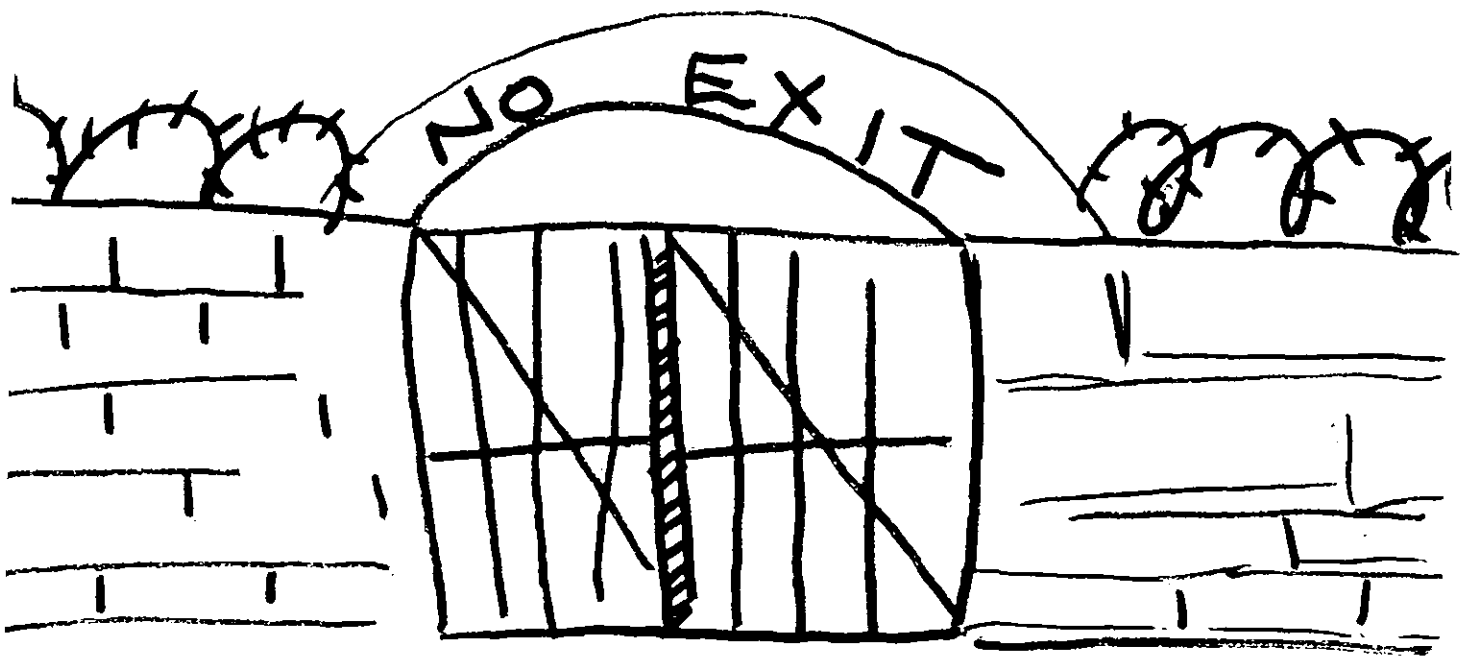


Perception of
an MDP officer
(note, the glum face
and mug of
tea)



the MDP officer

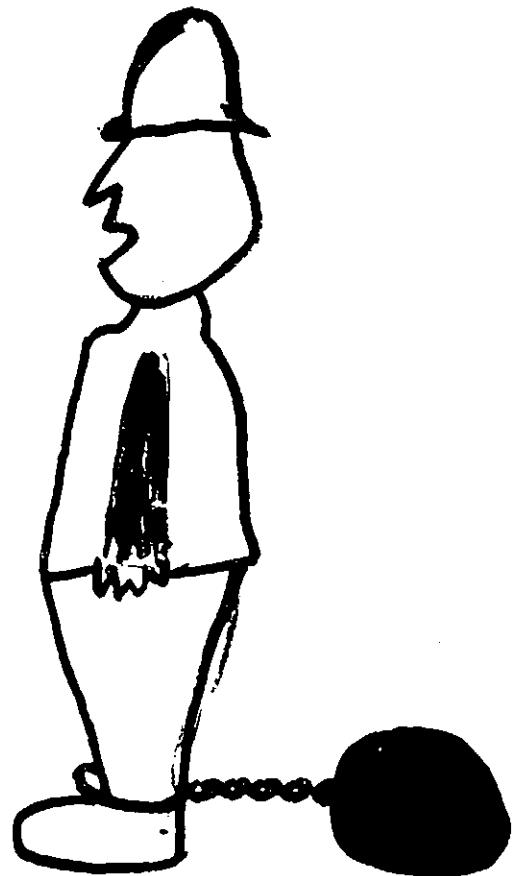




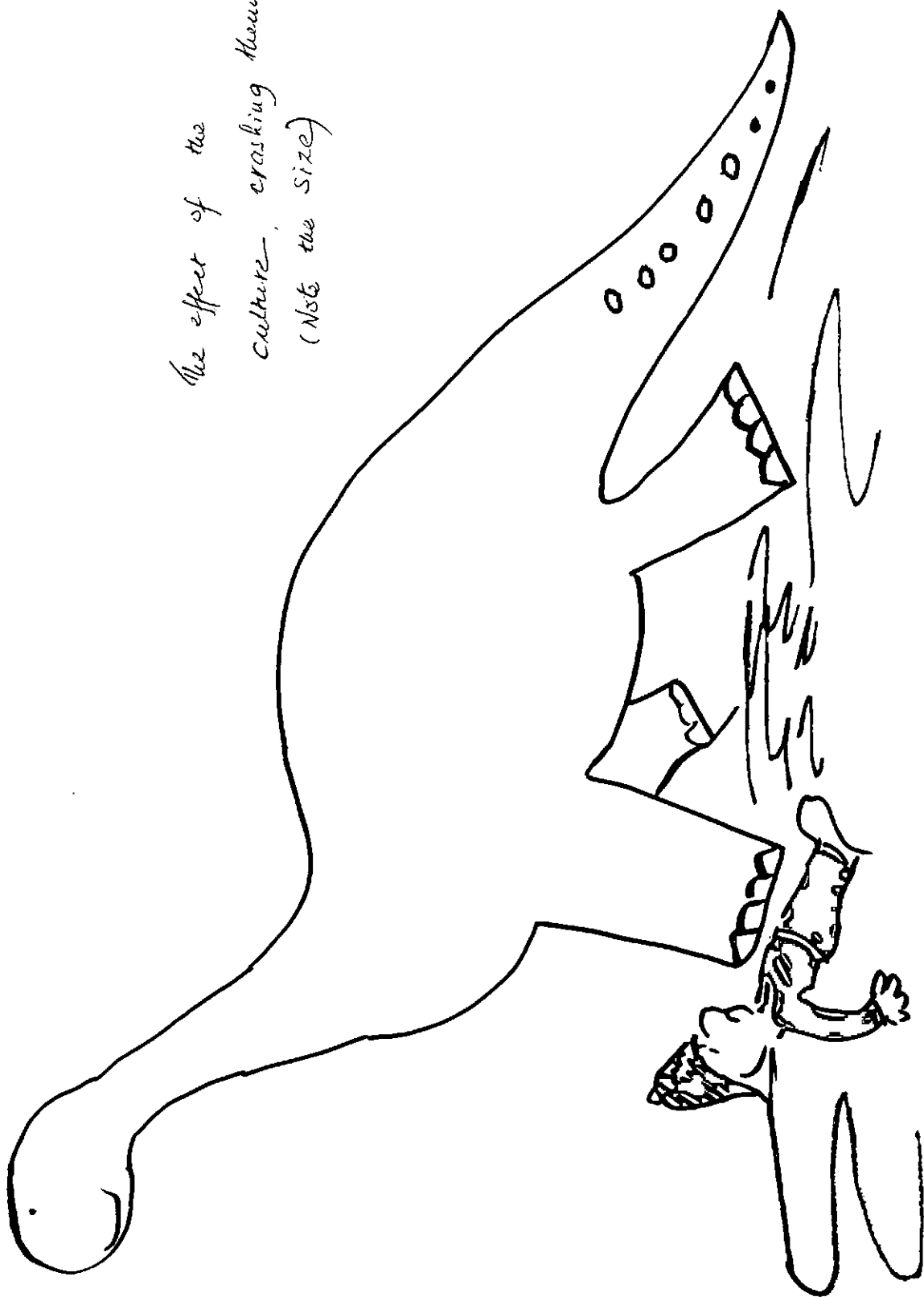
Probationer's view,

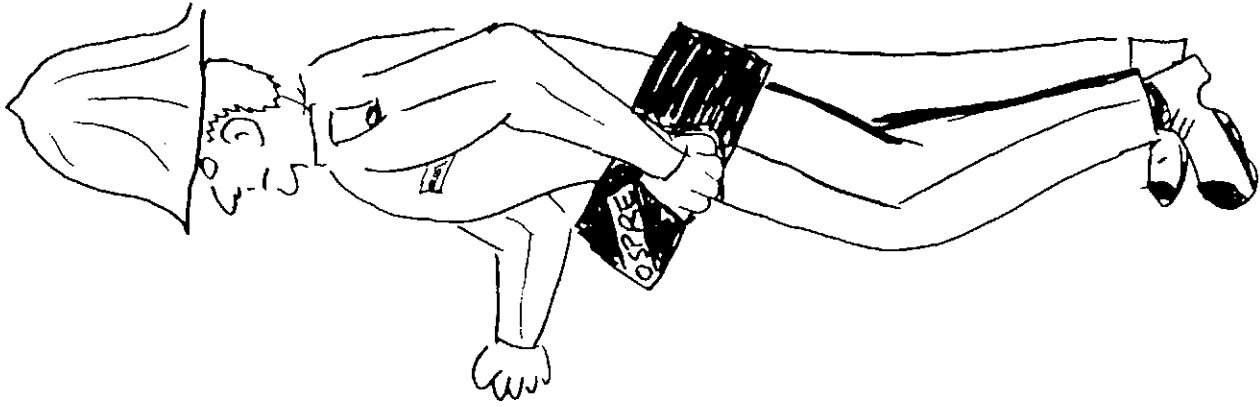
Can't do because
of the budget,
fence restriction.

Feel they
are shackled.

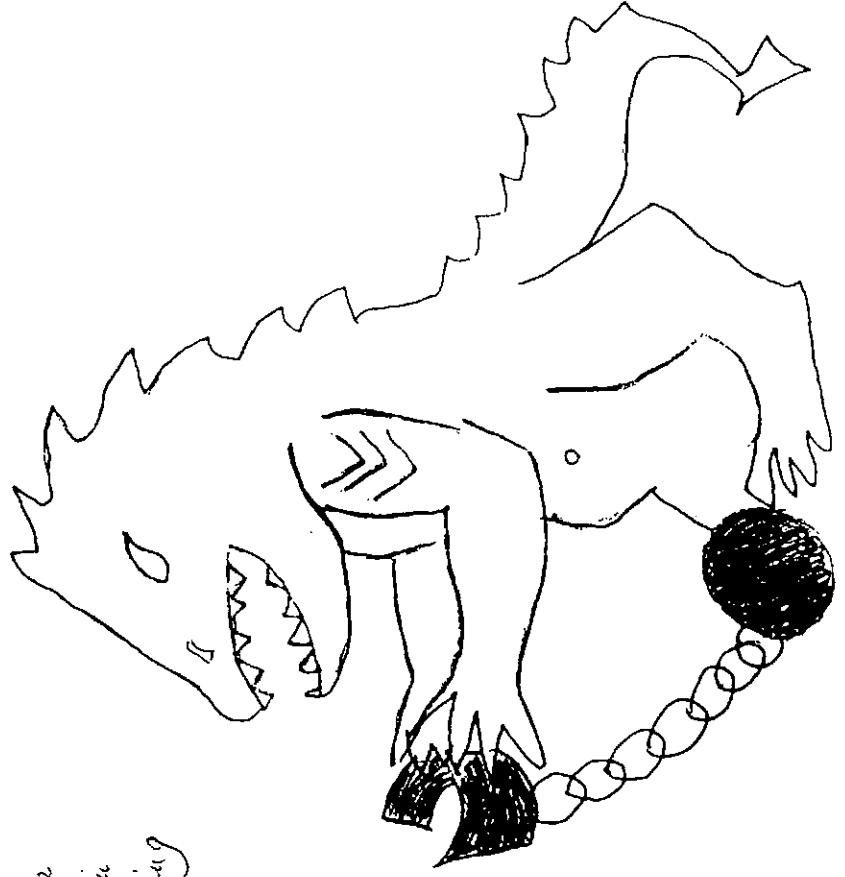


The effect of the
culture, erasing them
(Note the size)





kept training Centre as
a police officer with
future in mind (note the
OSPRE promotion folder in
the hand). Whilst waiting
at the police station is
their sergeant to
clamp them.



THE ASA POLICE FORCE

WORK



MDP OFFICERS

APPENDIX “C”

(Summary of Sponsor’s Interview)

PDR PROJECT

Summary of interview with Mr B. SMITH on 4 September 1998 (1220 hrs to 1330 hrs)

1. *What is the purpose for requesting to carryout the PDR project?*

I want the PDR appraisal system to take us forward. The PDR appraisal should be *meaningful*. If it is to replace the existing system - which doesn't reflect much, then it should be based on the skills required for the members of Force to carryout their job. We need something which is *true and meaningful* both to the organisation and the individual. The difficulty with the current system is that, that it is so difficult to judge across the board. For example, for promotion a CID officer may have a superb annual appraisal report but how would one judge whether she or he is better than a dog handler with their appraisal system. Therefore, it is based on the individual's current job rather than on skills.

2. *What is the outcome you are looking for (selection, promotion, assessment centre, development and performance)?*

The outcome should be *meaningful*. It should be a *meaningful* system. The system should take us for good many years. A system which doesn't need to change, it should be sufficient for our need. We are moving closer and closer to home office Forces on many areas, for example our officers are applying for job with them and they are applying to us. So we can transfer from one force to another. Something which is a catch all. Something which is going to address, different ranks and responsibilities. Our current appraisal is same for constable and for superintendent, is that really applicable? The system should address different rank's skills and abilities. The PDR core skills should be the bedrock for everything.. One would naturally lead to another that is for assessment, promotion or training.

3. *What kind of information you are seeking? For example you have used the word meaningful couple of times can you tell me what should I understand by the word meaningful?*

Meaningful - is that the information is going to be useful, it should be the actual information. It is not mixture words, something which is *meaningful*, which is based on competencies. It should be factual evidenced and not based on opinions.

4. *After completion of the project who will the findings made available to (who the audience will be), who do you see are the major stake holders - what is their view or authority ?*

In the first instance to me then to the Management Board. I will sponsor it through the Management Board. I can see the Management Board members questioning. Questioning for value for money therefore we need some cost analysis for implementation of this project.

5. *Is the project going to be formative or summative?*

I would like to give presentation to the Management Board members periodically, rather than hitting them cold, for example may be a presentation every quarterly or half yearly. So that the Management Board members are taken along and not hit cold. The cost analysis for stage implementation is acceptable. I will also like a presentation to OCU commanders during their meetings, we should take them along as well. The DPF member should be briefed so that Dave King is aware of the progress. This time next year's SPO/OCU commanders conference would require an input. We need to communicate as much as we can, with as many as we can and as often. I am content with the team structure, you need to brief your own line manager. I will speak to Superintendent WALKER and Superintendent WEEKS regarding this project.

6. *Is there any thing else that you would like to comment?*

I don't want a rushed job. I want a system which is going to last. Pilot it for 12 months, so be it. It should be a system which should last and last, and not be discredited quickly and most of all it should be cost-effective. I understand that the biggest cost would be in training. Therefore we need to ensure that the system is efficient in terms of money and that the benefits are there in terms of financial savings.

7. *Is there any other background information that you think we should know?*

When the Force Order will go out it will generate some discussion. HMIC did not make out the PDR system as one of his recommendations.

8. *To conclude.*

One of the problem with the current staff appraisal is the length of time it takes. For example, in Aldershot OCU there are mostly all sergeant SPOs. So the chief Inspector has to do all the JARS and he showed me the pile of reports he had to do. In this respect I do

like the civil service appraisal system. If there is no disagreement with the first reporting officer than there should be no requirement for the second reporting officer to make comments. Should need to just read and sign it. I have no objection to use for objectivity to use another member from another force (cost restricted to between £500 -£1000).

APPENDIX “D”

(Initial Survey’s Questionnaire)

1. How satisfied are you with the Annual Staff Report (ASR) procedures?

Very Satisfied ☐ Satisfied ☐ Neither ☐ Dissatisfied ☐ Very Dissatisfied ☐

Please explain your answer.

2. How effective do you consider the ASR procedure to be?

Very Effective ☐ Effective ☐ Neither ☐ Ineffective ☐ Very Ineffective ☐

Please explain your answer.

3. How satisfied are you with the categories, that you are assessed against, in the ASR?

Very Satisfied ☐ Satisfied ☐ Neither ☐ Dissatisfied ☐ Very Dissatisfied ☐

Please explain your answer.

4. Do you feel that there should be a different appraisal system in force? If so why?

Yes ☐ No ☐

5. What specific improvements would you make to the ASR procedures?
(Please tick as many answers as you think are relevant)

- Different grading boxes i.e. 1-3 ☐ 1-7 ☐
- Provide a grading guide ☐
(see Normal Distribution Curve attached)
- Agreed Role Action Plan for the year, ☐
linked to Local Policing Plan - priorities.
- Interim Reviews - If so how often Monthly ☐ Quarterly ☐ 6 monthly ☐
- More Objectivity ☐
- Evidence Required to support comments ☐
- Use of Evidence Logs ☐
- Assessed against Core policing skills ☐
and standards (FO 343/98 refers)
- No second reporting officer ☐
- Second reporting officer only if in disagreement ☐
- Introduce Conflict/Disagreement system ☐
- Grievance Procedure (If not satisfied with the ASR) ☐
- Not linked to Promotion ability ☐
- Self Assessments included ☐

Any other suggestions

APPENDIX “E”

(Draft Generic Competency Levels)

PROFESSIONAL & ETHICAL STANDARDS

Grade 1

poor self management (examples being lateness, poor standards of dress and personal hygiene). Frequent periods of self justified sickness absence. Does not form a productive working relationship with colleagues. Fails to contribute to the achievement of the team objectives. May be hostile to colleagues' views and/or have a negative approach to team working. Is observed at times to be rude, impolite or unhelpful. May demonstrate a lack of self restraint and an inability to control temper.

Grade 2

Attempts to work mostly on time and presents an inconsistent standard of dress and personal hygiene. On occasions may be expected to demonstrate more assertiveness when faced with demanding situations. Makes an attempt to form productive working relationships. Makes small contributions to team objectives. Is able to deal with routine work tasks. Communicates with and provides an inconsistent standard of service to customers. Own behaviour conveys an inconsistent image of the organisation to current and potential customers.

Grade 3

Attempts to work on time, dress and appearance being just within Force guidelines. Some attempt being made to maintain physical fitness to the level required of the role. Forms productive working relationship with colleagues but only when team responsibilities are clearly defined. Does make contributions to team objectives but these may lack depth of thought. Maintains a satisfactory standard of service to customers. Able to obtain basic information when dealing with persons who have suffered crime either as a victim or witness.

Grade 4

Always punctual and displays a standard of dress that fully meets the Force guidelines. Keen to learn from colleagues experiences. Shares views and opinions and gives constructive advice when required. Considerate of other team members and provides constructive feedback on performance. Accepts personal responsibility for providing a good standard of service to customers. Shows calmness and self constraint in complex or conflicting situations. Sensitive in the use of language. Achieves consistent and effective work performance under pressure.

Grade 5

Undertakes a varied and demanding workload delivering a quality performance as an individual or as a manager. Copes well with setbacks and maintains a positive disposition in pressurised situations. Demonstrates an awareness of the capabilities of members of the team and of the personal contributions made by each member/ Actively gains views and opinions from individuals and recognises opportunities where team work will more effectively achieve the desired outcome. Sensitive to the needs of the community. Good awareness of local issues. Influences groups and external organisations over a range of issues.

Grade 6

Actively promotes and delivers successful options to substantial operational or business issues. Initiates action intended to improve working practices and environment which sustain or increase productivity. Effectively delegates work making good use of colleagues' abilities and skills. Regularly monitors ways of improving quality of service given to customers/junior officers. Implements or suggests corrective action where it is necessary. Effectively resolves complaints to satisfy the needs of both the complainant and the organisation.

Grade 7

Able to cope with multiple, complex and strategic issues. Capable of changing pace and direction of work to accommodate and deal with unforeseen events without losing sight of longer term objectives. Actively promotes an efficient and supportive working environment. Achieves organisational objectives and targets whilst generating enthusiasm and ownership. Initiates and develops working relationships with community leaders to resolve issues of local importance. Politically astute, demonstrates insight with regards to key people and processes.

COMMUNICATION

Grade 1

Not an effective communicator. Not confident of ability in this area. May appear withdrawn and not willing to put themselves forward for roles involving routine contact with the public. Does not pitch delivery at the correct level. Written reports consist of poor grammar and spelling. Reports may be poorly presented, illegible, inaccurate and omit salient points. Improvement required to span of attention, which at its current level may lead to lack of comprehension. Requires supervision on most occasions.

Grade 2

Does not always speak clearly. No use made of questioning techniques to support communication. Further clarification needed of information gained. Can only produce basic written reports on subjects which are routine and commonly occur within the context of the role. Does need supervision of their work.

Grade 3

Speaks clearly some of the time. Needs to develop the use of effective questioning. Is capable of putting forward reasonable arguments but these may lack depth. Written reports are generally legible and concise. Grammar and spelling require some alterations before final submission.

Grade 4

Speaks with authority in a clear, calm voice. Recognises the need of the listener, pitches delivery accordingly and easily establishes dialogue. Consistently submits good quality, well presented, comprehensive written documents. Structures text in a logical manner, enabling the reader to easily comprehend its meaning; e.g. within reports and letters.

Grade 5

Is able to establish and promote discussion on the intention behind a speaker's immediate message. Effectively controls meetings and is able to influence the direction of discussion and the direction of the decision making process. Effective presentation of reports, making good use of figures and groups to support text where appropriate. Effectively summarises salient points. Constructs original correspondence to a high standard.

Grade 6

Confident and effective when expressing complex issues or ideas to groups at all levels within the organisation. Effectively represents and promotes the views of the Force/OCU/Station/Department at normal meetings inside and outside the organisation. Demonstrates the ability to identify and utilise effective written presentation techniques in order to submit reports of a complex nature. Makes written recommendations on working practices and policy. Undertakes research and consultation work as appropriate.

Grade 7

Speaks with impact. Utilises pace, tone, bearing and choice of words to assert views. This is done in formal or informal settings both inside and outside the organisation. Effectively commands and directs major or operational strategic briefings. Demonstrates an excellent command of written skills. Produces reports which incorporate comprehensive examination of all relevant issues. Significantly contributes to the shaping and implementing of operation and strategic policy.

SELF MOTIVATION

Grade 1

Requires constant supervision to ensure work is carried out on time and to the required standard. Demonstrates little interest in the job or commitment to the organisation. Shows reluctance to accept change and fails to read the relevant information to keep abreast of current activity in the organisation.

Grade 2

Has a tendency to give up when faced with set backs. Does not keep their professional knowledge up to date resulting in constant referrals to colleagues and supervisors. Some commitment shown to the job and the organisation. This may sometimes appear apathetic. Rarely generates their own work.

Grade 3

Mostly reliable completing routine tasks on time. May benefit from a more structural approach when dealing with tasks that are out of the ordinary. Makes an attempt to keep abreast of current activity within the organisation by reading circulated material. May on occasion jump to conclusions without knowing all the facts. Rarely generates their own work.

Grade 4

Generally keen, enthusiastic and committed. Maintains a proportion of self generated work. Expresses an interest in subjects beyond the current role. Receptive to change. Keeps abreast of current legislation and regulations relating to the organisation and external environment.

Grade 5

Regularly seeks opportunity to increase personal skills, and accepts responsibility for self development. Displays good time management skills. Is flexible and adapts well to change. Shows good commitment to tasks and objectives. Difficulties are overcome with perseverance.

Grade 6

Maintains very good standards, and achieves personal goals. Embraces change, recognising and seizing opportunities. Is aware of the need to change and is prepared to do so. Connects information and ideas to aims and objectives.

Grade 7

Makes a substantial contribution to Force aims and objectives by seeking new challenges. Shows a well developed sense of timing, seizing the initiative when appropriate to achieve the best results. Promotes change and challenges established methods to improve performance.

DECISION MAKING

Grade 1

Displays a lack of judgement. Frequently fails to take account of available information. Content and accuracy of information is poor. Often fails to take the appropriate course of action or fails to select the most appropriate for the circumstances.

Grade 2

Bases routine decisions on precedence or procedure. Seeks guidance of supervisors when dealing with more complex issues. Fails to check information for accuracy.

Grade 3

Assesses situations, sometimes drawing logical conclusions from information available. Can use poor judgement to identify what is considered the best option. Rarely takes the appropriate action to enable the task to be completed within agreed timetables. Does not always learn from mistakes. Fails to remain calm under pressure.

Grade 4

Assesses the situation and considers the effect their decision may have on it. Is consistent in approach while under pressure, retaining composure and confidence. Remains impartial and displays foresight when considering alternatives. During problem solving, identifies important issues and will undertake research organising work in a logical manner. Utilises previous experience.

Grade 5

Defines and declares key criteria. Gives due consideration to competing priorities and available resources. Demonstrates an understanding of resource and performance management issues. Thinks through issues and shows, through personal working practices, a concern for quality and value for money. Identifies and implements better working practices and procedures.

Grade 6

Has the ability to translate ideas into viable well-researched proposals. Influences and implements change effectively, creating continuous improvement. Makes complex decisions in high risk operational situations or those involving station/OCU wide implications with good results. Takes responsibility for the decisions of others working under their direction. Regularly reviews progress and amends decisions to take account of change.

Grade 7

Comfortable making high-risk strategic decisions which commit extensive resources to a particular course of action. Considers short and long term implications, and where appropriate, consults widely. Recognises and gives appropriate consideration to risks involved. Provides direction and retains focus in defining desired outcomes, by making explicit reference to corporate and local goals.

CREATIVITY AND INNOVATION

Grade 1

Reluctant to change working practices. Unable to see alternatives to set procedures. Requires guidance and encouragement to effectively implement new working practices. Poor or partial use of available resources. Excessive reliance on routine precedent and procedure.

Grade 2

Only works within tried and tested practices and procedures with given resources. Uses own initiative to resolve issues at basic level, referring more complex issues to others. Shows an unwillingness to adapt and implement new working practices. Resists change and may display a rigid outlook.

Grade 3

Occasionally demonstrates initiative. Sometimes displays a lack of judgement and sound awareness. Generally open-minded. The influence on people and situations is not always positive. Ineffective use of resources results in issues and incidents remaining unsolved.

Grade 4

Looks for improvement in procedures and makes the appropriate recommendations. Recognises and transfers practical ideas seen elsewhere, resulting in local improvements. Supports and enhances the implementation of new working practices. Proactively seeks solutions to problems. Produces plans for the implementation of new ideas.

Grade 5

Identifies activities requiring updating. Generates original ideas, and develops working solutions for implementation, to enable colleagues to share and build upon ideas which advance specific issues and improve the quality of service provided. Identifies opportunities for using technology to improve performance and understand the managing of information.

Grade 6

Demonstrates the ability to address problems from various perspectives, producing successful initiatives which depart from conventional and traditional thinking. demonstrates a detailed knowledge and understanding of the principals of performance management. Displays vision in respect of the exploitation of information and intelligence systems which use technical solutions to enhance performance.

Grade 7

Applies lateral thinking to develop radical ideas and approaches which make a major contribution to the policing of Stations and OCU's. Promotes an organisational culture which recognises and values new ideas and outstanding achievements. Able to think conceptually in dealing with complex, abstract and theoretical issues to arrive at conclusions and solutions.

MANAGING AND DEVELOPING STAFF

Grade 1

Does not fully accept responsibility for self development. Tends to rely unduly on supervision and guidance and is likely to set unrealistic personal targets. Demonstrates limited ability to review own performance and can be hostile to constructive feedback.

Grade 2

Aware of personal strengths and development needs against current and anticipated work requirements. Displays reluctance to agree personal self developmental objectives with line manager. Does not take responsibility for reviewing progress, relying on line manager.

Grade 3

Accepts responsibility for self development. Sometimes sets attainable personal targets. Does not regularly review personal performance or retain evidence of progress. Does not always deal constructively with feedback. Recognises opportunities to enhance personal skills in line with organisational needs but does not always take them.

Grade 4

Readily assists in the development of colleagues by sharing specialist or demonstrating expertise. Regularly evaluates methods of work and staff effectiveness. As line manager or tutor, actively gathers and records evidence of the levels of skills demonstrated by persons for whom they have specific responsibility. Consistent and objective in the assessment of others. Gives recognition to good and poor work, initiating corrective action. Plans and schedules annual leave, commitment and workloads in line with anticipated demands. Appropriately interprets force policy.

Grade 5

Monitors and retains relevant performance indicators. Shows the ability to correctly interpret and act upon information. Actively encourages personal monitoring and self development. Discusses and agrees individual development plans and ensures that steps are taken to implement them in full. Maintains an overview of the skills of staff. Priorities are determined giving consideration to the achievement of local objectives and targets.

Grade 6

Achieves effective relationships with staff associations when required. Assesses the need for skills development in relation to objectives, standards and targets set in line with local and corporate plans. Seeks to retain a balance of skills and abilities within specialist teams. Shows an awareness of team members' personal intentions and participates in the identification of individuals aptitudes and the development of their skills. Effectively evaluates training and development

Grade 7

Carries responsibility for personnel planning for a significant number of staff. Shows a thorough understanding of individuals' roles and responsibilities. Effectively Utilises individuals' skills and maintains an overview of the PDR system. Plans and/or commissions structured development programmes and ensures evaluation. Promotes a learning and achievement culture. Contributes significantly to the development and implementation of local and corporate policy.

Leadership

Grade 1

Presentation of views are quite often confrontational or may not give a clear message to others. Is therefore likely to fail to reach agreement to pursue a set course of action or to resolve issues. Tends to refuse advice, operate in isolation and not always give due consideration to feedback. Demonstrates a basic level of commitment but lacks conviction.

Grade 2

Is capable of taking responsibility for making things happen within the context of the role. Accepts feedback but may be reluctant to seek the views of others. Is able to gain support of colleagues to achieve given tasks. May have a tendency to lack enthusiasm for certain tasks.

Grade 3

Generally enthusiastic and committed. Invites and considers feedback but could do this on a more regular basis. Reaches agreement to pursue a course of action which commits an appropriate level of resources and achieves the desired result. May lack a little confidence when dealing with situations and incidents.

Grade 4

Adopts a positive style, issuing directions, challenging poor work and inappropriate conduct, recognising and acknowledging good work. Using PDR system, motivates staff, stimulating interest and encouraging others to make positive contributions. Actively seeks views of others, disseminates information, sets team objectives, demonstrates personal commitment by allocation of his/her time and presence. Anticipates and overcomes the concerns of others in a persuasive manner.

Grade 5

Confident and takes charge of situations when dealing with staff or the public at significant incidents or gatherings. Confidently manages more varied and complex issues, producing positive ideas and direction for the OCU/Station. When appropriate, demonstrates the leadership qualities and the composure to achieve a successful result in difficult circumstances or in the face of conflict. Able to successfully cascade OCU/Station objectives to the next level of management.

Grade 6

Demonstrates the ability to define and reinforce a consistent line in complex and protracted negotiations both inside and outside the Force. Consults key people in advance and prepares a case which takes into account their concerns and needs. Significantly impacts on the development of policy, procedure and strategy. Demonstrates the ability to gain staff commitment and enthusiasm for achieving OCU/Station policing plans, and oversees the outcome of the annual Performance and Development Review for staff.

Grade 7

Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys vision and conviction in proposing strategic direction at all levels. Demonstrates a breadth and clarity of vision based on a detailed understanding of the implications of current and future issues.

OPERATIONAL PLANNING

Grade 1

Fails to consult others about operational objectives. Displays an unstructured and muddled approach to operational planning. Of those plans produced they use excessive amounts of resources.

Grade 2

Leaves planning to the last minute providing a seat of the pants approach. Makes an attempt to communicate operational priorities/objectives but this may lack clarity.

Grade 3

Makes some attempt to plan ahead and prioritise. Communicates operational requirements and objectives. May have a tendency to take planning decisions which are inappropriate to the rank/level.

Grade 4

Determines, prioritises and records operational requirements effectively. Considers resource availability and reviews progress against operational objectives. Does consult others and willing to take advice.

Grade 5

Anticipates/reappraises plans to meet changing circumstances as an operation unfolds. Makes good use of resources through appropriate deployment. Always allows time where appropriate for consultation to minimise costly mistakes.

Grade 6

Able to consider issues from all angles. Willing to take appropriate advice from specialists and other informed resources. Considers resource availability, planning to optimum cost. Progress is measured against operational objectives.

Grade 7

Demonstrates an outstanding ability to consider issues from an organisational and contextual view point. Plans involve an excellent use of available resources. Is willing to take on board and action feedback from debrief etc.

STRATEGIC PLANNING

Grade 1

Focus is exclusively on short term gains. Is not successful in actioning strategy. Displays a poor understanding of the broader policing context. Lacks vision and foresight.

Grade 2

Prioritises inappropriately in view of service plans. Is not consistent in actioning strategy. Conducts illogical appraisals of available options. Short term gains are not always balanced against longer term objectives.

Grade 3

Displays some vision and foresight about the future. Plans sometime lack information on political/community issues. Doesn't always understand how broader policing environment affects strategy. Is capable of planning for different scenarios.

Grade 4

Understands how major issues affect the future of the service. Prioritises appropriately in the light of service plans. Is able to turn strategy into action with plans covering costs, staffing and resource requirements.

Grade 5

Is able to balance effectively, short-term gains against longer term objectives. Always plans using information on political/community issues. Distributes and publicises strategic plans.

Grade 6

Consistently shows vision and foresight about the future. Is able to generate different opinions, identifying strengths, weaknesses, opportunities and threats. Consistently plans for different scenarios, thinking of key probing questions.

Grade 7

Shows exceptional vision and foresight about the future of the service. Consistently turns high level strategy into action with plans covering all aspects of costs, staffing and resource requirements.

APPENDIX “F”

(PDR Workshop Officers)

Class List

Course Ref PDROFF / 001 Class Room AUDITORIUM

Title PDR OFFICERS WORKSHOP

Trainer(s)

Start Date 02/03/1999

End Date 03/03/1999

Rank	Number	Name	Sex	Station	OCU	Accommodation
DETECTIVE INSPECTOR		BALDWIN A C	M	CID-CENTRAL LON	CID-WETHERSFIELD	
SERGEANT	<i>John</i> 3917	BRIZZOLARA J A	M	FOREST MOOR	LONGTOWN	
INSPECTOR	<i>Tony</i>	EASTHAM A W	M	STAFFORD	STAFFORD	
INSPECTOR	<i>Chris</i>	GOLDSMITH C R	M	MILL HILL	UXBRIDGE	
INSPECTOR	<i>Roy</i>	HAINES R D	M	PORTSMOUTH	PORTSMOUTH	
INSPECTOR	<i>Deve</i>	LONG D	M	PTC WETHERSFIEL	PTC WETHERSFIELD	
CHIEF INSPECTOR	<i>Andy</i>	MANNING A C	M	ALDERMASTON	ALDERMASTON	
SERGEANT	<i>Steve</i> 2785	MILES S E	M	APT CORSHAM	FOXHILL	
SERGEANT	<i>Paul</i> 2963	MOODY P F	M	BURGHFIELD	BURGHFIELD	
INSPECTOR	<i>Alan</i>	PATERSON A J	M	COULPORT	SCOTLAND	
SERGEANT	2410	REID W A	M	GLENCORSE	SCOTLAND	
<i>Inspector</i> SERGEANT	<i>Mark</i> 3464	ROWE M B	M	HMNB DEVONPORT	DEVONPORT	
W/SERGEANT	<i>Kath</i> 0625	WALSH K M	F	HEREFORD	HEREFORD	
SERGEANT	<i>Deve</i> 3866	WHITSON D	M	OSU MDP	OSU WETHERSFIELD	
<i>Insp</i>	<i>Alan</i>	<i>Meguire</i>		<i>ALDERMASTON</i>	<i>OCU ALDERMASTON</i>	

Total : 14

Males : 13

Females : 1

APPENDIX “G”

**(PDR Pilot Programme’s Nominated
Police Stations and Officers)**

PDR PILOT STATIONS

OFFICERS TAKING PART

APT CORSHAM

Contact: Steve MILES 01125 814741

Constable 1902 Lce MAPLESTON
Constable 2603 Richard LUCKING
Constable 3165 Andy KERVIN
Constable 607 Pam RADCLIFFE

PTC

Contact: Dave LONG 01371 854150

Sergeant Chris REECE
Sergeant Tim WASHINGTON
Sergeant Tony SHERIDAN

BURGHFIELD

Contact: Paul MOODY 01189 837377

Constable 4942 John FIDGETT
Constable 4716 Brian ENGLISH
Constable 2923 Neil TURNER
Constable 3972 Steven SHREEVE
Constable 4114 Graham CABBLE

OSU

Contact: Dave WHITSON 01371 854568

Constable Charlie ROWNTREE
Constable Norrie PEARSON
Constable Elaine DENHAM

GLENCOURSE

Contact: Gus REID 0131 3103199

Constable 3600 MURPHY
Constable 1032 FERGUSON
Constable 1276 PARIS
Constable 796 TURNBULL
Constable 3674 McCALLUM

APT STAFFORD

Contact: **Tony EASTHAM** 0370 476603

Sergeant 3020 NICHOLA

Sergeant 1004 MAWMAN

FOREST MOOR

Contact: **John BRIZZOLARA** 01423 567281 Ext 4237

Constable 3545 Ian PALLISTER

Constable 3038 David SHELT

APT MILL HILL

Contact: **Chris GOLDSMITH** 0181 8186290

Sergeant 1186 Noel RING

— Sergeant 3693 Mark DUDLEY

— Sergeant 1596 Alan PIGGOTT

Temp/Sergeant 959 Martin ECCLES

Temp Sergeant 3820 Rob WANLESS

— Sergeant 1481 Brian NICOL

COULPORT

Contact: **Alan Paterson** 01436 674321 Ext 6228

Sergeant 3246 BURNSIDE

Sergeant 4290 RUSSELL

Sergeant 1628 WILSON

HEREFORD Visit must be early May or first week in June

Contact: **Kath WALSH** 01432 357311 Ext 2342

Constable 3766 Alan Bodell

Constable 1903 Bob CRAGG

Constable 4650 Bob LAKING

DEVONPORT

Contact: **Mark ROWE** 01752 553456

Sergeant 1777 Stephen DRINKWATER

Sergeant 2889 Simon MASON

Sergeant 3689 Geoffrey TOMLINSON

PORTSMOUTH - Visit must be 3rd week in May

Contact: **Roy HAINES** 01705 726716/22866

Sergeant 3041 Alan HALL

Sergeant 4321 ADSHEAD

ALDERMASTON

Contact: **Andy MANNING** 00189 8256371

Inspector S POTTS

Sergeant 4512 NOWAK

Sergeant 3950 CONNOLLY

Constable 4932 BETHEL

Constable 4973 MALLET

APPENDIX “H”

(PDR Pilot Programme’s Questionnaire)

Performance Development Review

Questionnaire

1. Do you understand the PDR system?

yes ☐

no ☐

not sure ☐

Please explain your answer

2. Is your policing priorities linked with your local policing plan?

yes ☐

no ☐

not sure ☐

Please explain your answer:

3. How satisfied are you with your agreed policing priorities?

very satisfied ☐

satisfied ☐

neither ☐

dissatisfied ☐

very satisfied ☐

Please explain your answer

4. How effective do you consider the standard grades (1-7) for PDR core skills to be?

very effective ☐

effective ☐

neither ☐

ineffective ☐

very ineffective ☐

Please explain your answer

5. How objective do you consider the evidence log to be?

very objective ☐ objective ☐ neither ☐ not objective ☐ not very objective ☐

Please explain your answer

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.....

6. What specific improvements would you suggest to the PDR system?

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To help us clarify your points we would like to contact you if necessary. If you would rather remain anonymous, please do not feel obliged to complete the following.

Name

Rank

Position

Thank you for your time in completing this questionnaire

APPENDIX “I”

**(Pilot Programme’s Quantitative data on Matrix for Evidence
and Competency Levels)**

Number	STATION	EVIDENCE	LEVEL 3.	LEVELS +/-	1. P. ETHICS	2. COMM	3. SLF MOTVION	4. D. MKNG	5. CR+IN NOV	6. LEADE R'SHP	7. M& DEV	8. OPS PLNG	9. STRGIC PLNG	
1	PORTSMOUTH	32	X	1X1+	6	6	6	6	7	6	5	6	X	
2	PORTSMOUTH	37	1	1X1+	5	5	5	6	5	5	5	6	X	
3	FOREST MOOR	51	6		5	4	4	4	4	X	X	X	X	
4	BURGH'FLD	46	X		6	6	6	5	5	X	X	X	X	
5	BURGH'FLD	20	8		4	4	4	3	3	X	X	X	X	
6	BURGH'FLD	50	3	2X1+, 1X2+	4	4	5	5	4	X	X	X	X	
7	BURGH'FLD	13	X		4	5	4	5		X	X	X	X	
8	BURGH'FLD	35	X		5	4	5	4	5	X	X	X	X	
9	ALDERMASTON	52	X		5	6	6	5	4	X	X	X	X	
10	ALDERMASTON	6	X		X	X	X	X	X	X	X	X	X	
11	ALDERMASTON	54	X		X	X	X	X	X	X	X	X	X	
12	ALDERMASTON	44	X		X	X	X	X	X	X	X	X	X	
13	OSU	25	3		5	5	6	5	6	X	X	X	X	
14	OSU	38	3		4	4	3	4	4	X	X	X	X	
15	OSU	39	1		5	4	5	5	6	X	X	X	X	
16	STAFFORD	25	X		5	5	4	4	5	4	4	4	X	
17	COULPORT	9	X		4	5	5	4	5	5	4	4	X	
18	COULPORT	86	7		5	5	4	4	5	5	4	4	X	
19	COULPORT	4	X		5	4	5	4	5	5	4	5	X	
20	COULPORT	10	X		X	X	X	X	X	X	X	X	X	
21	COULPORT	6	X		X	X	X	X	X	X	X	X	X	
22	DEVONPORT	13	X	1X1+	5	4	4	4	4	4	5	4	X	
23	DEVONPORT	23	X		5	4	5	4	5	4	5	4	X	
24	APT MILL HILL	76	X		5	5	5	5	5	6	5	6	X	
25	APT MILL HILL	27	X	1X1+	5	6	5	5	5	5	6	5	X	
	TOTAL	821	32	6	97	95	96	91	92	49	47	48	X	615
	AVERAGE	32.8	3.90%		4.85	4.75	4.8	4.55	4.84	4.9	4.7	4.8		

APPENDIX “J”

(Lesson Plan for the Familiarisation Programme)

OCU PDR Familiarisation Programme (0900 hrs to 1300Hrs)

RANJIT

1. Aim

To give you an understanding of the PDR appraisal system and the correct procedures to be followed.

2. Objectives

By the end of this training package you will be able to:

1. Explain the purpose of PDR
2. Describe the benefits of the PDR system
3. Describe the core policing skills
4. Explain how the competency levels were created
5. Explain the importance of Supporting Information (SI)
6. Explain how to use the 5 steps of the PDR process
7. Understand the Training Package

3. Introduction

How many of you have the responsibility to write up our current Annual Staff Reports. What skills do you use to write them. Therefore, this programme is not about skills training, if any one of you have the need on developing certain skills, then you should go through the normal channels and seek a training course which will help you enhance those skills. We are going to achieve the familiarisation programme's aim and objectives through 4 intensive sessions.

- I. Give you the knowledge on the PDR
- II. Opportunity to apply the knowledge gained
- III. Describe the PDR procedures
- IV. Clarify issues through Questions and Answer

Describe the Train journey

4. Session

0900 – 0940 session I (0940 to 0950 - Break)
0950 – 1030 session II (1030 to 1050 - Tea/Coffee)
1050 – 1130 session II/III (1130 to 1140 - Break)
1150 – 1230 session III
1230 – 1300 session IV

Your Responsibilities: To ensure that PDR awareness is provided through on the job training to all officers. Help will be given to you via this programme, the production of a 45 minute self learning package for all officers and from your OCU PDR support officer.

ROGER

5. Purpose of MDP PDR appraisal system

The title PDR stands for "Performance and Development Review" and is designed to focus on the performance improvement, skills development, and the process of performance management, as opposed to an annual ritual of appraisal. The aim of the MDP PDR system is to:

"Improve the Force performance through focused effort of individuals' and the delivery of a meaningful performance appraisal. The MDP's overall achievements are the accumulation of individual officers' performance."

PDR is to contribute to improvements in the quality of service as determined by local policing priorities, in a manner, which is consistent with the stated values of the Ministry of Defence Police Agency. At a more basic level, its objectives are to:-

Plan performance - to provide officers with a clear understanding of what is required from them in terms of their own performance, and how this links with local policing priorities and objectives.

Manage performance - to provide officers with feedback and coaching to help them perform effectively.

Review performance - to recognise achievement and to identify strengths and developmental areas.

Improve performance - to agree and support a developmental plan, which records the action necessary to improve an officer's performance in their current role. Where appropriate to widen their potential to take on other roles within the Force.

6. The PDR appraisal system is based on

Simplicity - the procedure is kept as simple and straightforward as possible.

Acceptability - to the officer, the 1st Reporting officer, the MDP and the Defence customer.

Fairness - is open, objective and requires full participation of the individual officer in the appraisal process. It is based on the individual's performance irrespective of their gender, marital status, race, colour, ethnic or national origin, sexual orientation, religious belief or other factors unconnected with their performance at work. The individual officer has a considerable control over their own appraisal.

Developmental approach - there is an emphasis on core policing skills development and improvement.

Link with local policing plans - individual performance is linked in a consistent and clearly demonstrable way with the strategic direction and priorities of the Force.

7. *Force Requirement*

PDR is a duty, which is to be undertaken by all officers within the MDP. An effective PDR appraisal system can be achieved by the 1st Reporting Officer and the officer working together to achieve the force's objectives, and in today's policing environment this requires a high level of motivation. Motivation, through recognition, praise, developmental feedback, positive working relations etc, leads to enhanced performance.

8. *Who is to be appraised*

All police officers, from Constable up to Chief Superintendent.

9. *The Review Period*

The PDR system follows a twelve-month cycle, known as the review period. For constables the review period commences the date of joining the MDP. All supervisors review periods commence on the date of their promotion to the relevant rank.

10. *Probationary Constables*

Probationary Constables are subject to a separate performance report during their 2-year probationary period. At the end of their probationary period, the officer will commence the PDR system. The annual start date will be the date of joining the MDP.

11. *Core policing skills*

In all there are 9 core policing skills for the PDR appraisal system:-

- (1) *Professional and Ethical Standards*
- (2) *Communication*
- (3) *Self-motivation*
- (4) *Decision making*
- (5) *Creativity and Innovation*
- (6) *Leadership*
- (7) *Managing and Developing staff*
- (8) *Operational Planning*
- (9) *Strategic Planning*

Skills - 1 to 5 apply to Constables, 1 - 8 to Sergeants and 1 - 9 to Inspectors and above.

The core policing skills when effectively used across the key areas of selection, performance, development and promotion, will provide our Force

with a system where a police officer's whole performance and development can be identified and recognised.

RANJIT

12. Five steps of the PDR model

- STEP 1. What is to be done (local policing plan and priorities)
- STEP 2. How do we know it is being done (action plan)
- STEP 3. How do we do it (core policing skills)
- STEP 4. How well we do it (competency levels)
- STEP 5. How can we do it better (developmental plan)

13. STEP 1 - What is to be done

At the start of the PDR review period, every officer should identify up to 4 priorities with their first reporting officer. The priorities must be:

- Clearly devolved from the Force Policies
- Force Key targets
- Force and Station MIR performance targets
- OCU Plans Local Policing Plan and/or Job Profile
- Forward looking
- Specific and unambiguous
- Capable of being reviewed
- Written in action terms
- Not addressing personal development

The purpose of the priorities is that the officers clearly understand what is expected of them in their current role, and areas of performance that will be appraised during the review period. The priorities must be agreed with the 1st Reporting Officer.

14. STEP 2 - How do we know it is being done

The officer should use the SMART principle to form an action plan for agreed priorities.

15. STEP 3 - How do we do it

Officers will work through the action plan demonstrating the PDR core policing skills, which relate to their rank.

How: It is extremely important to understand the difference between tasks and the core policing skills (same for each rank and therefore takes cognizes of various roles, performing different tasks).

Use the analogy of, driving (Skills) different makes of cars (Task/Priorities). Record in the Supporting Information (SIs)

16. STEP 4 - How well we do it

Competency Levels

17. How am I doing?

How do you rate your ability to do your job? Give yourself a score between 1 and 10 on the following table.

Show Measurement Scale

Now answer the following question.

How tall are you? Again, give yourself a score between 1 and 10 on the following table.

Show Measurement Scale

What you scored yourself on the second question would depend on the *criteria* you used. So what criteria did you use? Some of you will have compared yourself to the general population, some may have compared themselves to colleagues or other police officers, whilst most will have compared themselves only to members of their gender. So the results of this survey will be distorted, unreliable, and not valid because, in effect an elastic tape measure has been used.

So if the question was asked again, using an effective measurement tool how would you score now?

Scale measurement

The outcome of a survey carried out on this basis would be reliable and a graph illustrating the results would look something like this:

Normal Distribution Graph

This is called a “normal distribution curve” because by definition the majority of people will be around grade 3, 4 and 5 with fewer people at either extreme. Police performance is more complex and therefore can be subjective if an effective measurement tool is not used to measure that performance. Now go back to the original question.

How do you rate your ability to do your job?

The chances are that you gave yourself a score over 5. This is because it is natural not to believe or admit we are below average at something. It is mathematically impossible for everyone to be above average.

MDP PDR aims to make the appraisal system as objective as possible by using competency levels for core policing skills. PDR recognizes that you can't use the same criteria for assessing police officers who are of different rank and in a different role. For this reason, competency levels underpinned

with the normal distribution curve have been created for every police rank within our Force.

18 Competency Levels

The competency levels were part of the HO research (18 months) 43/1996, 2 levels were initially created. Kent Police then worked on the levels, where they used an external organization at a cost of £250,000 to design competency levels for their officers' role and rank. These levels were subsequently purchased by the Humberside Police. MDP obtained the copyright form the Humberside Police in January 1999. Thereafter, these competency levels have been contextulised to our Force's needs through an external source from Gloucestershire Police. In addition, the competency levels have been extensively tested internally through the PDR pilot phase, Defence Police Federation, Career Development Department and by Superintendent Manghnani HO National Police Training evaluator. Ten external companies were consulted

Show various Competency Levels from the Manual of Guidance.

19 Group Task

Video (7 minutes)

Task

You have just observed an incident. In your group discuss the performance of the Inspector. Use the Competency Levels for an Inspector rank (provided) and for Core Policing Skills of:

1. Professional and Ethical Standards
2. Communication

decide, as a group, what competency level has been achieved and why. Give the reasons in writing. You will be asked to present this in the plenary session.

(Task time 15 minutes)

Provide Blank SI Forms for recording the reasons.

20. STEP 5 - How can we do it better

Developmental plan. The purpose is to continuously enhance individual officer's performance and thus of the Force. Identifying development needs is about performance, not personality and about spotting opportunity to improve that performance.

ROGER

21 PDR procedure 12 month cycle

Display the PDR Forms on the screen

RANJIT

PDR FLOW CHART (talk through)

22. CCMDP's Video
(3 minutes)

23. Summarise
Revisit the Objectives

1. Explain the purpose of PDR
2. Describe the benefits of the PDR system
3. Describe the core policing skills
4. Explain how the competency levels were created
5. Explain the importance of Supporting Information (SI)
6. Explain how to use the 5 steps of the PDR process
7. Understand the Training Package

24. Questions and Answer Session

Task

You have just observed an incident. In your group discuss the performance of the Inspector. Use the Competency Levels for an Inspector rank (provided) and for Core Policing Skills of:

- 1. *Professional and Ethical Standards***
- 2. *Communication***

Decide, as a group, what competency level has been achieved on each core skill and why. Give reasons in writing. You will be asked to present this in the plenary session. (Task time 15 minutes)

APPENDIX “K”

Videotape: CCMDP’s Statement
 Group Task Exercise

(in box)

APPENDIX “L”

(PDR Publications)

PDR Workshop

A PDR (Performance and Development Review) Workshop was held in March at MDPTC Wethersfield, when 14 MDP representatives of pilot stations (including DPF), attended. The workshop was opened by its sponsor, Barry Smith, ACC (P&T) Personnel and Training. Mr Smith stated the importance of introducing the Performance and Development Review, stating that it would benefit all officers for the future, and would be valuable to the individual.

The purpose of the workshop was to provide members with a thorough understanding of the Core Policing Skills, and the PDR system, in order to make an action plan on how to implement the pilot themes in their stations. The workshop was very intensive and raised many issues, in particular linking priorities from Local Policing Plans. For

example, there was concern that some stations' Local Policing Plans just mirrored HQ and OCU plans, without taking into account local station needs.

The workshop introduced the five steps of the PDR model:

1. What is to be done? (*Local policing plan priorities*)
2. How do we know it is being done? (*Action plan*)
3. How do we do it? (*Core policing skills*)
4. How well do we do it? (*Competency levels*)
5. How can we do it better?

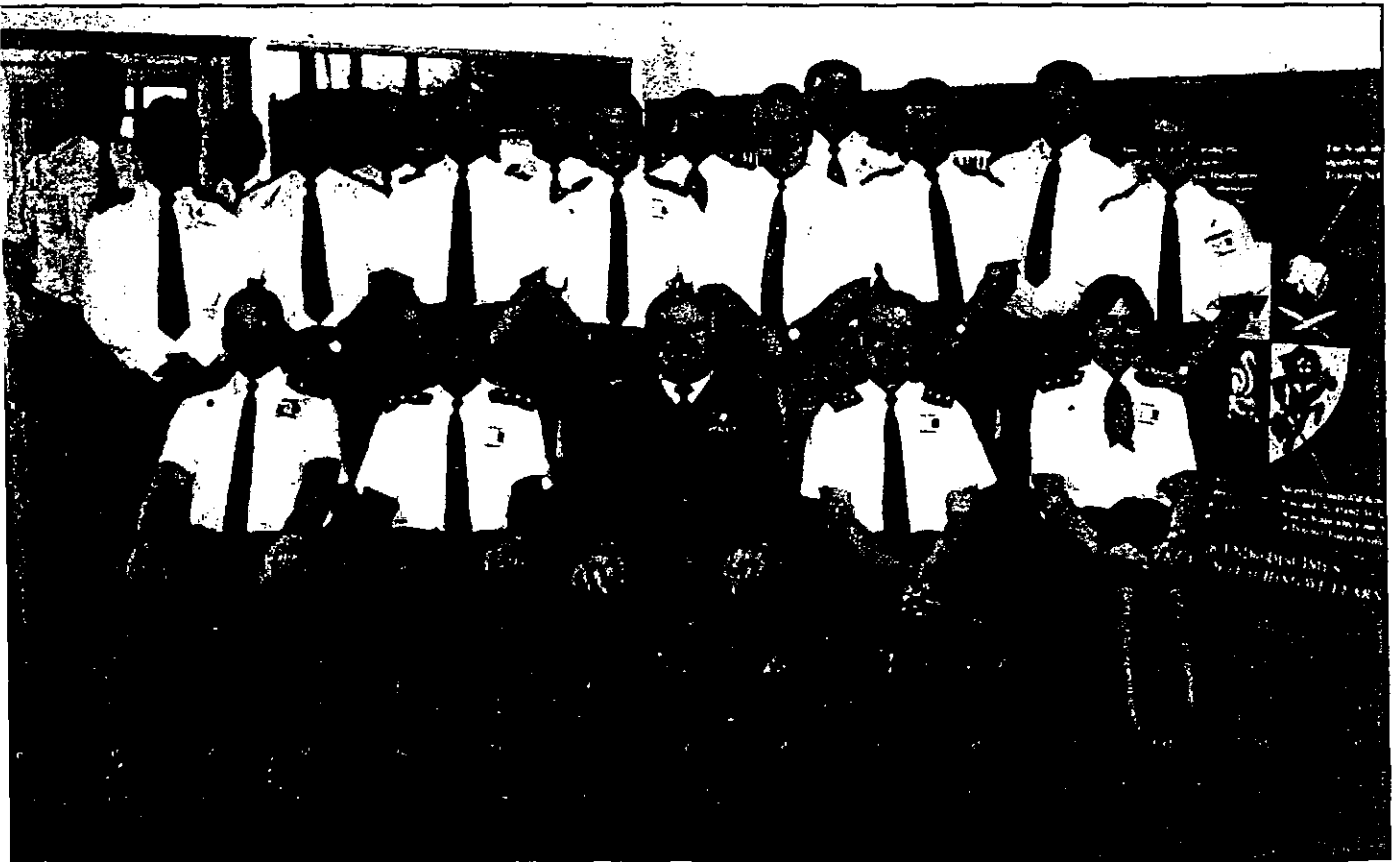
The emerging findings indicate an overwhelming support for the PDR model appraisal system

(*Development plan*)

The PDR workshop helped the members link priorities from their Local Policing Plans, emphasising the importance of gathering workplace evidence against the core policing skills. There was considerable discussion as to how evidence should be recorded, and it was agreed that all evidence should be current, sufficient and valid.

At the end of the workshop, an action plan was required from each pilot station's representative as to how the PDR pilot would be introduced on station.

Names of other officers who would be participating



Back Row: Insp Eastham, Sgt Brizzolara, Sgt Moody, Insp Patterson, W/Sgt Walsh, Insp Goldsmith, Sgt Penfold.
 Second Row: Insp Haines, Insp Rowe, Sgt Miles, Insp Long, Insp McGuire, Ch Insp Manning, Sgt Whitson.
 Front Row: Sgt Edwards, Ch Insp Manghani, Mr B.J. Smith ACC (P&T), Ch Insp Phillips, Insp Roberts.

to justify their decision in taking or taking action.

use remember you are entitled to be assisted by a Federation Official at any stage of the restoring efficiency procedures

way of advice members are strongly urged as a matter of course to check that their sickness records are correct and if they haven't already got into the practice of maintaining your own records for future reference, start to do so. The discrepancies in sickness records mainly concern self certified sick leave and the recent inclusion of rest days occurring at the beginning and end of a period of absence.

Members will know that each working day that you are sick counts as a day's absence. Rest Days, Public Holidays should not normally count as a sick day's absence. They would count, however, if you were sick immediately before and after such days. For example if your rest days were Tuesday and Wednesday and you were absent on Monday and Thursday you will be recorded as being absent for 4 days not 2. (See pamphlet on Sickness Matters A guide for staff and managers obtainable from personnel services).

Criminal Offence

A responsible staff organisation the Federation cannot be seen to support any of its members who misuse or abuse sickness certificates. Members are warned that the fraudulent submission of a self or doctor's certificate is a serious disciplinary, if not criminal offence. Conversely the Federation will not tolerate any form of persecution or harassment of our genuinely sick members. This is also reflected in MDP Policy. The Force Sickness and Absence Policy. The Force Sickness and Absence strategy is a developing strategy.

The Federation's expectations are that members will be expecting Force Management to demonstrate commitment to the welfare of staff by maintaining contact during absences. We will expect and have been assured that we will see a coherent policy of assisting employees to return to work after prolonged or serious illness.

Furthermore we will be asking the Force to commit itself to a Mental Health Policy as part of its strategy thus addressing the issue of stress related illness which accounts for far too many premature ill health retirements. We will be expecting the MDP agency to develop further practical strategies such as professional private care to aid the return and recovery of our members and we will be expecting the Agency to promote good health and health awareness of its members over and above present day activities, all aimed at preventing illnesses or injuries caused by work.

Performance Development Review (PDR) Explained

The new Staff Reporting system currently being evaluated is called the 'Performance Development Review (PDR)' and is designed to place emphasis on performance improvement, as opposed to an annual ritual of appraisal.

The purpose of the PDR is to contribute to improvement in the quality of service as determined by the Local Policing Plans, in a manner which is consistent with the stated value of the Ministry of Defence Police Agency. The principle of the PDR system is based on its simplicity, acceptability, fairness, developmental approach, link with corporate plan and link with our force values. Central to the PDR system is the notion that work performance should be appraised against a set of generic core policing skills. Sergeants and above are appraised for additional skills including such areas as communication, decision making, leadership and strategic planning. The MDP PDR system has been externally tested using appraisal systems from home office police forces and blue chip companies such as Glaxo Wellcome, Sony and Tesco.

The PDR model is based on questions designed to identify objectives, knowledge, methods, competence and development.

Currently 39 officers are piloting the PDR across all OCU's. The first phase ended in May 1999 and a second survey will be conducted in August 1999, a comparison to establish and to measure the shift in officers' attitude towards the PDR. The PDR will be launched during September

1999 at the OCU/SPO's conference and will go live on 1 January 2000.

Performance and Development

The successful implementation of this project to make effective use of the core policing skills across the key areas of selection, performance, development and promotion will provide our Force with a system where a police officer's whole performance and development can be identified and recognised. The DPF endorses the ultimate aim of the MDP PDR system which is:

"to improve MDP's performance through focused effort of individuals' and the delivery of a meaningful performance appraisal. The MDP's overall achievements are the accumulation of individual officers' performance."

The report on the effectiveness of the PDR system will be submitted to the Force by June 2000

Sitting in Danger

There have been two very recent occasions where our solicitors have obtained compensation amounting to £18,000 for injuries which occurred as a result of office chairs collapsing on individuals as they sat in them.

In these cases £18,000 is just the tip of the iceberg, as there are other financial factors to our organisation (MDP) such as the associated cost of sickness, overtime and Social Security Benefits and increased insurance premiums. And let's not forget the pain and suffering and inconvenience caused to our members and the cost of their medical treatment.

The humble office chair is a mechanical

device and as such we do expect such devices to be prone to failure. One accepted method for prevention of failure is planned maintenance and managers should ensure that work equipment is subject to a regular maintenance regime. However does anyone include chairs in these programmes?

451/99 - CAREER DEVELOPMENT - VACANCY FOR CONSTABLE - PNC
TRAINER - NPT LEICESTER Cont'd

2. Further information together with application forms can be obtained from NPT Leicester. Telephone number 0116-248-2122.

D/MDP/5/3/2

452/99 - CAREER DEVELOPMENT-VACANCIES FOR UNIT BEAT OFFICERS

1. Applications are invited from suitably qualified Constables who wish to be considered for forthcoming vacancies of Unit Beat Officer. It is anticipated that the successful applicants will take up post on or before 1 Apr 00 at the following locations.

- a. Arborfield;
- b. Bassingbourne;
- c. Pirbright also covering Deepcut Garrison;
- d. Winchester also covering Worth Down Station.

2. A standard 'Job Profile' is attached at Annex 'E' to this Force Order.

3. Applicants should provide evidence to demonstrate that they possess the necessary skills, as outlined in the Job Profile, to carry out the duties of the post. SPOs/OCU Commanders/Heads of Department are required to comment fully on the evidence put forward by applicants in support of their skills and abilities. When more than one application is forwarded for the same post from within any OCU, the OCU Commander is to include an order of suitability.

4. Applicants are to clearly state on the application which UBO post they are applying for, submitting separate applications if applying for more than one post.

5. Applications are to be submitted on the 'Force Advertised Post' form, through the normal channels to reach ACC (P&T) by 17 Dec 99.

D/MDP/5/3/2 (P&T)

453/99 - CAREER DEVELOPMENT - PERFORMANCE DEVELOPMENT
REVIEW (PDR) - STAFF APPRAISAL

1. Further to Force Order 37/99, the PDR pilot programme lasted four months, running from 1 Apr 99 through to 31 Jul 99. The key findings of the pilot study indicated that there is overwhelming support for the PDR appraisal system. For example, in response to a survey carried out in Aug 99 the results were:

- a. 86% of respondents understood the PDR system.
- b. 85% of respondents were satisfied with their policing priorities.
- c. 66% of respondents believed the 1-7 competency grading to be effective.

453/99 - CAREER DEVELOPMENT - PERFORMANCE DEVELOPMENT
REVIEW (PDR) - STAFF APPRAISAL Cont'd

d. 79% of respondents believed the evidence log to be objective.

2. The evidence gathered in the survey did suggest that some users had difficulty in understanding the link between Local Policing Priorities, Core Policing Skills and the method of evidence gathering, and action has been taken to remedy this identified problem. In addition the PDR process has been amended to take into account changes recommended by those officers who took part in the PDR pilot programme.

3. PDR presentations have so far been given to CCMDP and the Agency Management Board Members and the DPF. PDR workshop presentations were also conducted at the recent OCU Commanders'/SPOs' Conference held at MDP Wethersfield.

4. The PDR appraisal system will be phased in to each OCU on a rolling programme. This will allow a 'drip-feed' system of officers going live, as the present system of reporting dates will remain extant i.e. constables reporting start date is the date of joining the Force, supervisors reporting start date being the date of promotion. The OCU phasing in programme will be as follows:

<u>OCU</u>	<u>FAMILIARISATION</u>	<u>PDR START DATE</u>
OCU Uxbridge	January 2000	1 March 2000
OCU Aldermaston	February 2000	1 April 2000
OCU Stafford	March 2000	1 May 2000
OCU Portsmouth	April 2000	1 June 2000
OCU Devonport	April 2000	1 July 2000
OCU Scotland	May 2000	1 August 2000
OCU Burghfield	June 2000	1 August 2000
OCU Aldershot	June 2000	1 September 2000
OCU Foxhill	July 2000	1 October 2000
OCU Longtown	July 2000	1 October 2000
OCU CID	August 2000	1 November 2000
OCU PTC	August 2000	1 November 2000
OCU OSU	August 2000	1 November 2000
MDPHQ	August/September 2000	1 November 2000

5. A training plan for each OCU will provide training and support for all officers during the phasing in period of the PDR system. All PDR forms and the PDR Manual of Guidance will be supplied to all OCUs/Stations/Departments on a disk, including a hard copy for those stations who may not have access to an IT system.

6. The successful phasing in of the PDR project, where the Core Policing Skills, are effectively used across the key areas of selection, performance, development and promotion, will provide our Force with a system where a police officer's whole performance and development can be identified and recognised. In addition, the PDR will help to achieve the Chief Constable's vision for the Force:

PDR: Uxbridge takes the lead

ON 20 January, the Performance and Development Review familiarisation programme was launched within OCU Uxbridge by Supt Ranjit Manghnani and Chief Insp Roger Phillips.

Nearly 40 operational supervisors and SPOs attended the four-hour programme.

In addition, an active part was taken by the OCU Commander Tom Sloman, Deputy OCU Commander Bill Grey, and the DPF Chairman, Paul Trickey.

The aims and objectives of the implementation programme were to:

- Explain the purpose of PDR.
- Describe the benefits of the PDR system.
- Describe core policing skills.
- Explain how the

competency levels were created.

- Explain the importance of supporting information (SI).
- Explain how to use the five steps of the PDR process.
- Understand the training package.

This PDR was delivered over four intensive sessions:

- (a) Knowledge of the PDR system.
- (b) Opportunity to apply the knowledge gained.
- (c) The PDR procedures.
- (d) Clarification of issues through questions and answers.

Officers were given the opportunity to apply knowledge gained by taking part in a group task linked with a video recording of an interview.

The implementation programme concluded with a video being shown of CCMDF's statement of commitment to the PDR appraisal system.

The initial reaction from OCU Uxbridge officers suggested that they were enthusiastic for, and supportive of, the PDR system.

The officers were also informed that subsequent help and advice would be given via their nominated OCU PDR support officers, who are Insp Chris Goldsmith and Sgt Noel Ring.

Each supervisor within the OCU was given hard copies of the PDR learning

package, with copies of the PDR forms. In addition, all SPOs were given a computer disc containing the Manual of Guidance, learning package and all relevant PDR forms.

The intention is that all other operational officers within OCU Uxbridge will go through the 45-minute self-learning package, and will be additionally briefed by supervisors who have attended the familiarisation programme.

The Manual of Guidance also contains a section of "frequently asked questions", which are comprehensively answered for the reader.

After the first delivery, there is confidence that officers throughout the force will embrace the PDR system with the same enthusiasm as those from OCU Uxbridge. **TT**

Learning about the MDP

EARLIER this year, Worcester College of Technology hosted a National Conference for Further Education Colleges.

In doing so, it invited MDP to address more than 50 college lecturers from all over the UK, who deliver the Public Services Programme to students studying from Foundation to HND level.

The programme is designed for those who want to pursue a career

with one of the uniformed services, including the police.

It gives students an insight into the various organisations, and offers exercises in, for example, leadership and interview skills.

PC Mark Keightley, Community Liaison

Officer at DM Kington, and a regular lecturer at Worcester College, accepted the role of workshop leader.

He gave an overview of the force, and outlined the skills expected from applicants. The conference included a presentation by Moria Hargreaves, Subject Leader of EDEXCEL, the organisation responsible for developing the Public Services Programme

throughout the UK. She has expressed an interest that Mark, as a representative of MDP, becomes involved with the drawing up of future syllabuses.

"Some of the delegates were not fully aware of the MDP, its role or make-up," said Mark.

"The presentation served as a useful vehicle in promoting the force nationally and, in turn, giving MDP access to focused, high calibre young people who may previously not have considered a career with the force." **TT**

83/00 - CAREER DEVELOPMENT - VACANCIES FOR SERGEANTS AND CONSTABLES - SPECIAL ESCORT GROUP Cont'd

2. 'Job Profiles' for the posts are attached at Annexes 'A' and 'B' to this Force Order. Successful candidates will be required to undergo DV(A) vetting.
3. The SEG is a professional body which carries out escorting of nuclear materials throughout the UK. It is anticipated that in the future the SEG will also be responsible for escorting nuclear weapons. This is a demanding role requiring self-motivation, energy and the ability to work as a member of a team. It brings with it a high degree of responsibility and job satisfaction, and is recognised as an excellent opportunity for officers wishing to seek career development/progression within a stimulating and challenging environment.
4. Following short-listing, selected candidates will be required to attend a selection assessment at AWE Aldermaston.
5. Selected officers will be assessed in the following disciplines: firearms, weapon handling 9mm SLP/tactics, physical fitness, team building exercise and structured interview.
6. Potential candidates are to provide evidence in their application that they possess those skills outlined in the relevant Job Profile. OCU Commanders/Heads of Department/SPOs are required to fully comment on the applicant's skills and abilities before making any recommendation as to their suitability for the post sought.
7. Applications are to be submitted on the 'Force Advertised Post' form, through the normal channels, to reach ACC (P&T) by 31 Mar 00.

D/MDP/5/3/2 (P&T)

84/00 - CAREER DEVELOPMENT - PERFORMANCE DEVELOPMENT REVIEW (PDR)

1. Further to Force Order 453/99, the Performance Development Review (PDR) was launched within OCU Uxbridge on Thursday 20 Jan 00. A further PDR familiarisation programme was also carried out at AWE Aldermaston on Wednesday 9 Feb 00. A programme of PDR Familiarisation dates for the remainder of OCUs and MDPHQ has previously been promulgated to OCU Commanders/Heads of Department.
2. When supervisors have attended their OCU PDR Familiarisation Programme, they will be responsible for taking their operational officers through the self-learning package. Help, support and advice will be available to all OCUs by way of OCU PDR Support Officers. A list of OCU PDR Support Officers and their role/responsibilities is attached at Annex 'C' to this Force Order.



84/00 - **CAREER DEVELOPMENT - PERFORMANCE DEVELOPMENT REVIEW (PDR) Cont'd**

3. The PDR process is a duty which is to be carried out by all officers in the MDP, in accordance with the PDR Manual of Guidance. PDRs will be completed in respect of officers from Constable up to and including Chief Superintendent.

D/MDP/5/21/1 (P&T)

85/00 - **ALTERATION TO COMPLEMENT**

1. The following alteration to complement becomes effective 29 Feb 00:

<u>Establishment</u>	<u>Alteration</u>
HMNB Devonport	Decrease 5 Constables

D/MDP(D3)5/6/1 (P&T)

86/00 - **MDP DOG DISPLAY TEAM - ROYAL BATH AND WEST SHOW**


1. The MDP Dog Display Team's attendance at the Royal Bath and West Show has been authorised. The event will be held at the Royal Bath and West Showground, Shepton Mallet, Somerset, from 31 May 00 to 3 Jun 00. It is anticipated that it will be attended by over 250,000 members of the public, VIPs including Royalty, MPs and senior officers in the Armed Forces.

2. Applications are invited from dog handlers who consider they and their dogs have the necessary skills and abilities to represent the Force at such an event.

3. Officers selected to represent the Force will travel to RNAS Yeovilton on 22 May 00 where they will be accommodated throughout. Training will take place from 23 May 00 to 30 May 00, however, the Team will attend the Showground on 26 May 00 for the Press and Publicity Day.

4. Applications should be submitted, through the normal channels, to ACC(OPS) by 31 Mar 00.

D/MDP/3/5/4 (OPS)


W E E BOREHAM OBE OSJ D Univ(Middx)
Chief Constable

General Distribution



OCU PDR SUPPORT OFFICERS**Role of PDR Support Officers**

Act as advisor to the OCU Commander, SPOs and other officers in the OCUs with regard to queries that arise with the PDR process. Raise any concerns or issues that cannot be answered with the Force Career Development Officer.

Responsibilities

Ensure that all Supervisors within their respective OCU who do not attend the PDR Familiarisation Presentation are fully briefed prior to their OCU PDR start date.

Ensure that all Constables within their respective OCUs complete the self-learning 45 minute PDR training package.

Compile and submit a return to the Force Career Development Officer (via the OCU Commander) confirming that all officers within the OCU have completed the training package.

Continue to monitor the PDR process within their respective OCUs, reporting back to the Force Career Development Officer as required.

OCU PDR Support Officers

OCU Aldermaston	Ch Insp A MANNING	AWE(A)
	Ch Insp R HOBLIN	AWE(A)
OCU Aldershot	Insp J GRIFFIN	Andover
OCU Burghfield	Sergeant P MOODY	Burghfield
OCU Devonport	Insp C GROVES	Devonport
	Insp M ROWE	Devonport
OCU Foxhill	Insp R PHILLIPS	APT Larkhill
OCU Longtown	Sergeant C KAY	APT Dishforth
OCU Portsmouth	Insp R HAINES	Portsmouth
OCU Scotland	Ch Insp M O'BYRNE	Clyde
	Sergeant R TIDSWELL	Clyde
	Insp A PATTERSON	RNAD Coulport
	Sergeant S BURNSIDE	RNAD Coulport
OCU Stafford	Ch Insp D WATSON	RM Llantrisant
OCU Uxbridge	Insp C GOLDSMITH	APT Mill Hill

For OCUs CID, OSU, PTC and MDPHQ Departments, Ch Insp R PHILLIPS and W/Inspector P ROBERTS (Career Development) will carry out the role of PDR Support Officers.

APPENDIX “M”

(Memorandum from Police Officer “P”)



MINISTRY OF DEFENCE POLICE

Career Development Department
MDP Headquarters Wethersfield Braintree
Essex CM7 4AZ

Telephone: 01371 854522/4523

Facsimile: 01371 854517



Ranjit MANGHNANI

Your Ref:

Our Ref: D/MDP(P&T)5/3/1

Date: 10 February 2000

Dear *Ranjit,*

I am writing to thank you for the support you have given me throughout the last 15 months that we have been working on the PDR process.

I have learnt a lot from you throughout the period we have worked together, and have appreciated and learnt from your methods of working and especially dealing with people.

Your care and concern shown at the times when I felt overwhelmed with the project, combined with other work related matters that I was dealing with at the same time was also appreciated, giving a feeling of reassurance and support.

Again, many thanks, the PDR project would not have been produced to such a good standard without your invaluable input.

Best wishes

Roger



"Let's never forget, our people are the most valuable asset"



INVESTOR IN PEOPLE

**DESIGNING AND IMPLEMENTING A NEW
APPRAISAL SYSTEM
FOR
THE MINISTRY OF DEFENCE POLICE**

VOLUME 2

CONTENTS

1. MANUAL OF GUIDANCE

2. COMPETENCY LEVELS

Constable

Sergeant

Inspector

Chief Inspector

Chief Superintendent / Superintendent

3. SELF-LEARNING TRAINING PACKAGE

1. MANUAL OF GUIDANCE

Chief Constable's Foreword

The Performance Development Review is a forward looking appraisal system, where the core policing skills, when effectively used across the key areas of selection, performance, development and promotion will provide our Force with a system where a police officer's whole performance and development can be identified and recognised.

The title, Performance and Development Review is designed to place emphasis on performance improvement, skills development, and the process of performance management, as opposed to an annual ritual of appraisal. The aim of the PDR is to ensure improvements in the quality of service, as determined by local policing plans, in a manner, which is consistent with the stated values of the MDP Agency.

The PDR is an excellent system through which we will develop people to occupy key posts in the future. I expect all officers to take responsibility for their own development, and supervisors are to ensure that they monitor the process, give suitable guidance and check that there is supporting evidence, accurately graded. The appraisal process provides a clear link between the individual officer, team performance and the overall strategic direction of the Force.

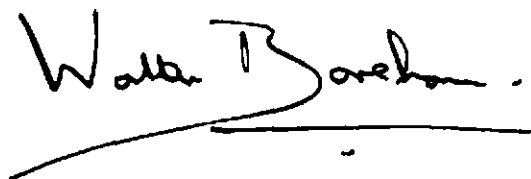
The PDR will identify skills that the officer will require to contribute to the Agency's business plan. The ultimate aim of the process is to improve performance through focused effort of individual officers and the delivery of a fair performance appraisal, through which the Force's overall achievements are derived from an accumulation of individual officers' performance.

Continuous gathering and analysis of employment related information is crucial to the development of officers' core policing skills. Continuous improvement of such equates to enhanced quality of customer service. Therefore, the principle of the PDR system should be based on:

- Its simplicity
- Its acceptability
- Its objectivity and fairness
- Its developmental approach
- Its link with local policing planning
- Its link with MDP values

Finally, I wish to emphasise that the new PDR system has been designed primarily for your benefit, the officers whose daily work and performance is

re-examined and has been redesigned accordingly. I recognise the value of quality staff assessments and their importance to your personal and professional development and advancement. As an ongoing part of the Investors in People process, it is vital therefore, that you have the best appraisal system the Force is able to develop. I look forward to the successful implementation of the PDR process, and for you to embrace the change in the appraisal system, taking a lead in managing your own performance.

A handwritten signature in black ink, reading "W E E Boreham". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

W E E BOREHAM OBE OStJ D.Univ.(Middx)
Chief Constable

Glossary of Terms

<i>ACPO</i>	<i>Association of Chief Police Officers</i>
<i>HRA</i>	<i>Human Rights Act 1998</i>
<i>KT</i>	<i>Force Key Target</i>
<i>MIR</i>	<i>Management Information Report</i>
<i>PDR</i>	<i>Performance and Development Review Report</i>
<i>PPM</i>	<i>Policy and Procedures Manual</i>
<i>SI</i>	<i>Supporting Information</i>
<i>SMART</i>	<i>Simple and Specific</i>
	<i>Measurable and Motivating</i>
	<i>Achievable</i>
	<i>Relevant</i>
	<i>Timescales and Trackable</i>

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APPENDIX

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'D'	Competency Levels (Constable to Chief Superintendent)
'E'	Normal Distribution Curve
'F'	PDR 12 Month Cycle
'G'	Blank PDR Forms

1. *The purpose of staff appraisals*

The most important and expensive commodity within the police service is its human resource. Officers bring with them into the police service many differing skills and attributes. These must be used to the best possible effect to ensure that all officers derive a sense of achievement from their work and that the Force benefits from the commitment of their skills towards the attainment of its goals. To achieve this, the attributes and skills of each individual officer must be identified, and recorded, with action taken wherever possible to meet training and career development needs. Any large organisation that values its staff and has a culture that encourages good performance will have a staff appraisal system. If such a system is used properly then it will have the following benefits:

- Individuals will receive feedback on their performance, which will enable them to develop personal and professional skills.
- The encouragement of openness and honesty improves relationships between the individual and their supervisors and managers.
- The organisation benefits from a more able and better informed work-force.
- Everyone will have a share in the objectives of the organisation and will be working towards common goals.

This can only be done by means of a formal, regular and systematic review of each employee's recent job performance, with the achievement of performance goals and providing a measurement against which appraisal can be made. The appraisal system should be seen as fair, objective and effective and it must be understood and trusted by all. It has to be based on the belief that individuals prefer to know how they are performing, against a dislike of being ignored or taken for granted by the organisation. The system must also ensure that supervisors and managers enjoy the satisfaction of helping their staff to develop and achieve rather than merely telling them what to do.

2. *Aim of the MDP Performance and Development Review (PDR) appraisal system*

The title "Performance and Development Review" is designed to focus on the performance improvement, skills development, and the process of performance management, as opposed to an annual ritual of appraisal. The aim of the MDP PDR system is to:

"Improve the Force performance through focused effort of individuals' and the delivery of a meaningful performance appraisal. The MDP's overall achievements are the accumulation of individual officers' performance."

PDR is to contribute to improvements in the quality of service as determined by local policing priorities, in a manner, which is consistent with the stated values of the Ministry of Defence Police Agency. At a more basic level, its objectives are to:-

Plan performance - to provide officers with a clear understanding of what is required from them in terms of their own performance, and how this links with local policing priorities and objectives.

Manage performance - to provide officers with feedback and coaching to help them perform effectively.

Review performance - to recognise achievement and to identify strengths and developmental areas.

Improve performance - to agree and support a developmental plan, which records the action necessary to improve an officer's performance in their current role. Where appropriate to widen their potential to take on other roles within the Force.

3. The PDR appraisal system is based on

Simplicity - the procedure is kept as simple and straightforward as possible.

Acceptability - to the officer, the 1st Reporting officer, the MDP and the Defence customer.

Fairness - is open, objective and requires full participation of the individual officer in the appraisal process. It is based on the individual's performance irrespective of their gender, marital status, race, colour, ethnic or national origin, sexual orientation, religious belief or other factors unconnected with their performance at work. The individual officer has a considerable control over their own appraisal.

Developmental approach - there is an emphasis on core policing skills development and improvement.

Link with local policing plans - individual performance is linked in a consistent and clearly demonstrable way with the strategic direction and priorities of the Force.

4. Force Requirement

PDR is a duty, which is to be undertaken by all officers within the MDP. An effective PDR appraisal system can be achieved by the 1st Reporting Officer and the officer working together to achieve the force's objectives, and in today's policing environment this requires a high level of motivation. Motivation, through

recognition, praise, developmental feedback, positive working relations etc, leads to enhanced performance.

5. *Who is to be appraised*

All police officers, from Constable up to Chief Superintendent.

6. *The Review Period*

The PDR system follows a twelve-month cycle, known as the review period. For constables the review period commences the date of joining the MDP. All supervisors review periods commence on the date of their promotion to the relevant rank.

7. *Probationary Constables*

Probationary Constables are subject to a separate performance report during their 2-year probationary period. At the end of their probationary period, the officer will commence the PDR system. The annual start date will be the date of joining the MDP.

8. *Notification of 1st Reporting Officer*

It is the responsibility of 2nd Reporting Officers to ensure that at the start of every review period individual officers are made aware of their 1st Reporting Officer. New officers (and civilian staff who have separate staff reporting procedures) joining a station/department are to be notified on the first day of their duty. Any change to the 1st Reporting Officer is to be notified to the officer (and civilian staff member) with the minimum of delay.

9. *Core policing skills*

In all there are 9 core policing skills for the PDR appraisal system:-

- (1) ***Professional and Ethical Standards***
- (2) ***Communication***
- (3) ***Self-motivation***
- (4) ***Decision making***
- (5) ***Creativity and Innovation***
- (6) ***Leadership***
- (7) ***Managing and Developing staff***
- (8) ***Operational Planning***
- (9) ***Strategic Planning***

Skills - 1 to 5 apply to Constables, 1 - 8 to Sergeants and 1 - 9 to Inspectors and above.

10. Five steps of the PDR model

- STEP 1. What is to be done (local policing plan and priorities)**
- STEP 2. How do we know it is being done (action plan)**
- STEP 3. How do we do it (core policing skills)**
- STEP 4. How well we do it (competency levels)**
- STEP 5. How can we do it better (developmental plan)**

11. STEP 1 - What is to be done (Form 273A 1.1)

At the start of the PDR review period, every officer should identify up to 4 priorities with their first reporting officer. The priorities must be:

- Clearly devolved from the Force Policies
- Force Key targets
- Force and Station MIR performance targets
- OCU Plans Local Policing Plan and/or Job Profile
- Forward looking
- Specific and unambiguous
- Capable of being reviewed
- Written in action terms
- Not addressing personal development

The purpose of the priorities is that the officers clearly understand what is expected of them in their current role, and areas of performance that will be appraised during the review period. The priorities must be agreed with the 1st Reporting Officer. Any priorities, which are directly linked to a KT, should have the relevant KT number recorded. (See Appendix 'A')

12. STEP 2 - How do we know it is being done (Form 273A 1.2)

The officer should use the SMART principle to form an action plan for agreed priorities. On completion of STEPs 1 & 2 the officer and the 1st Reporting Officer should sign the form. The signature of both parties signifies that agreement has been reached as to the areas of performance, which will be undertaken to demonstrate the relevant core policing skills during the review period. The 1st Reporting Officer will retain the original of this form whilst the officer will retain a copy. (See Appendix 'A')

13. STEP 3 - How do we do it (Form 273E)

Officers will work through the action plan demonstrating the PDR core policing skills, which relate to their rank. These will be recorded on the SI Proformas (See Appendix 'B'). A PDR Competency Level Matrix (See Appendix 'C') can be used to record overall grade markings throughout the PDR period. SIs may originate from a variety of sources but will be predominately generated by the individual officers and their 1st Reporting Officer. In addition, peers, subject to individual

officers' consent, may also record on SIs. The SIs completed by the officer being reported upon are to be given to the 1st Reporting Officer, the officer being reported upon retaining a copy in their PDP. The 1st Reporting Officer is to ensure that SIs are kept under secure possession. No information relating to an individual's performance should be kept by a 1st Reporting Officer unless it has been discussed with the individual concerned and that officer has a copy of the information to retain in their PDP. The MDP chain of command will have access to sight individual officers SIs and make evidenced observations. The PDR process including SIs will be inspected during the Force Inspectorate's visit to OCU's and Stations.

14. STEP 4 - How well we do it - using competency levels

Officers will grade themselves on each SI using the specific 1-7 competency levels provided for the core policing skills for their rank (See Appendix 'D'). The grades should also be checked using the normal distribution curve (See Appendix 'E'). It is the 1st Reporting Officers' responsibility to check the validity and competency levels of the SIs submitted to them and endorse them with their comments and competency level.

15. Interim Review of Priorities (Form 273C)

At 6 monthly intervals (or less if required) an Interim Interview Review of the priorities should be carried out. This review should take the form of a focused discussion between the officer and the 1st Reporting Officer. The discussion should concentrate on progress made against the agreed priorities at the start of the review period. Where necessary, new or amended priorities should be agreed. The officer should record the outcome of this discussion and any subsequent agreement on Form 273C, (See Appendix 'G') which should be retained by the officer in their PDP and a copy retained by the 1st Reporting Officer.

16. STEP 5 - How can we do it better - Developmental plan (Form 273D)

During the interim review period, the opportunity should be taken to discuss any performance which requires further development in terms of core policing skills. These should be recorded on Form 273D and any action taken. (See Appendix 'G'). However, the 1st Reporting Officer should be aware that any development related to performance of an individual officer should have been discussed and addressed with them at the time they arise and not left for the interview. *(Remember training does not necessarily mean a training course and the training needs should be addressed and actioned throughout the review period).*

17. Annual PDR report (Form 273A) (Form 273A(PC))

The completion of this form (See Appendix 'G', 273A is for all Supervisors, 273A(PC) is for Constables) is the responsibility of the 1st Reporting Officer and it must be carried out within the 4 week period, that is, between 3 weeks before and one week after the Due Completion Date. Before completion of this form, a formal PDR appraisal interview should take place between the officer and the 1st Reporting officer, during which all relevant aspects of their performance should be discussed. This meeting is similar to the interim review meeting, the officer completes Form 273B (See Appendix 'G') prior to the individuals appraisal interview. At the conclusion of the annual performance review, the 1st Reporting Officer should complete pages 3, 4 and/or 5 using the SIs gathered and provided by the officer throughout the review period. The 1st Reporting Officer should sign at 3.1. In addition, officers should be required to provide a Developmental Plan (See Appendix 'G') which demonstrates their ability of continuous enhancement of their skills. (See Appendix 'F' for the PDR 12 month cycle).

18. PDR Administration

After completion, Form 273A should be shown to the officer who has the opportunity to make any comment they wish at section 4.1. The officer may wish to discuss or seek a career profile interview with the 2nd Reporting officer and section 4.2/4.3 should be ticked accordingly. Form 273A is then to be signed by the officer being reported upon, and forwarded to the 2nd reporting officer. No written comments will be made on the PDR report after 4.3 unless the issue has been discussed with the officer and they have been given the opportunity to make written comments. OCU's/Heads of Department on completion of checking the PDR Report should forward it to the relevant Personnel Section at (P&T) MDPHQ to reach no later than 2 weeks after the Due Completion Date.

19. Quality Assurance

The role of the SPO and the OCU Commander is to ensure that the PDR appraisal process and system is carried out properly and effectively. This does not only mean that the forms are correctly filled out, but also that the 1st and 2nd Reporting Officers are carrying out their responsibilities in relation to actively monitoring the work of officers and providing feedback on performance and SIs on a regular and continuous basis. The Career Development Department will dip sample completed annual PDR reports for quality assurance. Any information arising from such samples will be fed back to the supervisor concerned for inclusion in their own PDR report via their 1st Reporting Officer.

20. Timeliness

All OCU's and Departments should have in place a system for identifying where annual PDRs have not been completed on time as per paragraph 17. In such circumstances information reflecting this should be raised and sent to the 1st Reporting Officer of the supervisor who has failed to complete the performance review. This information should be discussed with the supervisor and included in their SI under core policing of "Managing and Developing Staff" as competency level 2 performance. Therefore, it is stressed that PDR reports must be submitted within the time scale.

21. *Changes of Appointment of 1st Reporting Officer*

When the 1st Reporting Officer is transferred, the officer must hand over the relevant SI documents to the new incumbent to allow the continuation of performance review for the remainder of the PDR reporting period.

22. *Officers Transferring*

Officers transferring to another role, station or department within their PDR review period will have their SIs handed over by the existing 1st Reporting Officer to their new 1st Reporting Officer, who will use the information when compiling the officer's annual PDR report.

23. *Officers Promoted*

Officers promoted during their PDR period will have a PDR completed prior to their promotion date. The new PDR annual start date will be their date of promotion.

24. *The Responsibilities of the Officer*

- Identify Priorities and devise an Action Plan
- Have an up to date copy of the job profile
- Collect and record performance SI throughout the year
- Prepare prior to the PDR interview
- Attend the PDR interview and contribute towards its completion
- Identifying development needs
- Contribute to the six-month review of performance
- Maintain the PDP file

25. *Responsibilities of the 1st Reporting Officer*

- Enter the details on the front page and issue the PDR form

- Ensure that the agreed Priorities are linked as described in paragraph 11 and entered on the PDR form
- The Action Plan is agreed and follows the principle of SMART
- Collate SI on officer's performance
- Conduct the six-month interim PDR interview (or earlier if required)
- Provide additional SIs where achieved performance competency levels differs from the officer's self- assessment
- Seek to resolve any discrepancies with the officer
- Identify and agree the development needs of the Officer
- Ensure accurate completion of the PDR form
- Implement local training and development needs as agreed
- Prepare for the interview and ensure that interruptions are avoided
- Manage the PDR Interview and make decisions as to the overall competency levels achieved in each core policing skills

26. *Responsibilities of the 2nd Reporting Officer*

- Nominate 1st Reporting Officer at the beginning of the PDR review period
- Conduct career profile interview, when requested
- Oversee the implementation of the PDR system in their area of responsibility
- Resolve any differences between 1st Reporting Officer and the Officer
- Arrange and attend case conference, where applicable

27. *Frequently Asked Questions*

Q1 *When should the priorities be agreed?*

(A) At the beginning of the review period, during 3 weeks before and up to 1 week after commencement date of the review period.

Q2 *How many priorities should be agreed at the beginning of the review period?*

(A) It is recommended that a minimum of 2 leading up to 4 priorities should be agreed. These priorities must be revisited during the 6 monthly review period or earlier depending on the particular situation.

Q3 *What happens if I have achieved all my priorities before the completion of my review period?*

(A) You should seek a meeting with your 1st Reporting Officer so that further priorities can be agreed. Remember the purpose of the priorities is for you to clearly understand what is expected of you in your current role, and for you to demonstrate your core policing skills that will be appraised during the review period. When agreeing to priorities your 1st Reporting Officer should inform you whether your priorities are reasonable, appropriate and realistic taking into account your job role and responsibilities.

Q4 What happens if an officer refuses to provide SIs?

(A) The PDR appraisal process is a requirement of the Force and has the full support of the Defence Police Federation. It is therefore, a duty which must be carried out. If the 1st Reporting Officer is unsure then she/he should raise their concerns with the 2nd Reporting Officer. Failure to comply with this lawful order may result in the individual officer being subjected to disciplinary procedures.

Q5 How many SIs should be provided by an officer?

(A) Officers will be required to provide a minimum of one SI per working week, ensuring that they are spread across the core policing skills for their ranks. One SI may hit two or three core policing skills at one time, however, it would be considered very unusual if the same SI is used to support more than three core policing skills. The emphasis is on the quality of the SIs as opposed to the quantity.

Q6 Will the self-assessment by officers allow them to give higher competency levels when writing up their SIs?

(A) During the pilot phase the self-assessment average range for the eight-core skills competency levels fell between 4.7 and 4.9. This showed that competency Levels obtained and endorsed were well within the Normal Distribution Curve. Out of 821 SIs collated only one was graded at Level 7, whilst 4% of the grades were at Level 3 or below. The officers tended to be cautious and grade themselves lower rather than higher. Therefore, it is important for the 1st Reporting Officer to monitor the SIs before endorsing them, bearing in mind that all information graded must be against the competency level criteria's for that particular rank.

Q7 As 1st Reporting Officer, how can I endorse an officer's SIs if I don't see them regularly or see their work?

(A) The 1st Reporting Officer should, at the beginning of the review period during the devising of the action plan, discuss with the officer how they will provide information. This will demonstrate, to her/him that the performance has been carried out. The officer's SI may also be cross checked with other supporting information, for example, the occurrence book, IRB's, pocket notebook, correspondence received, telephone interview, other supervisors observations and comments etc. Not every SI has to be personally observed to make an endorsement. If the 1st Reporting Officer is not satisfied with the contents of SIs then they have the opportunity to make comments and ask the officer to provide further information. The 1st Reporting Officer should access the SIs objectively against the competency levels and if in doubt seek advice from the 2nd Reporting Officer.

Q8 What happens if the officers self-assessment competency level grading differs from that of the 1st Reporting Officer's grading?

(A) In the pilot phase 6 competency Levels (0.2%) were changed by the 1st Reporting Officers during their endorsement, all were increased by at least one Level. It is recommended that if the 1st Reporting Officer enhances the grading then no action is required. However, if the competency level has been downgraded by one or more then the 1st Reporting Officer must give and write their reasons for such actions in the SI endorsement. If the officer agrees no further action needs to be taken. If the officer disagrees then this should be recorded on the SI. If this occurs on more than 2 separate occasions then the 1st Reporting Officer should take action by conducting a formal review with the officer and seeking the endorsement of the SIs through another 1st Reporting Officer of the same or above rank. If the issue is still not resolved then a case conference should be held with the officer, 1st Reporting Officer and 2nd Reporting Officer/SPO. The conclusion and final outcome will be recorded on the SI.

Q9 Is the PDR process bureaucratic?

(A) No, the whole process is intentionally kept simple. The significant change is that now, the responsibility of demonstrating performance rests with the individual officer. However, during the pilot phase there was evidence that officers had a tendency to make the process more paper complicated than was necessary. There were many reasons for this, for example, the officers didn't fully understand the collection of the SI process, there was a feeling that a large quantity of SIs collected may demonstrate higher competency levels, also SIs were not collected to meet the agreed priorities, etc. It is important to ensure that the PDR process is kept to its original design of simplicity. It is quality of SI,

which will help the officers to develop their performance and make the PDR effective within the Force.

Q10 What is the purpose of the development plan?

(A) The purpose is to continuously enhance individual officer's performance and thus of the Force. Identifying development needs is about performance, not personality and about spotting opportunity to improve that performance. Performance that is satisfactory today may not be satisfactory for tomorrow or the next year because the Force has moved on and the expectations may be different. The following statement makes the point clear, "Remember Best will not be Best forever".

Q11 What happens if the officer disagrees with the annual PDR Report?

(A) This would be very unusual, as any disagreement should have been addressed at the time of SIs collation or during the interim review. However, if the officer is still not satisfied with the content of the PDR report, the matter should be recorded at 4.1 and be reviewed by the 2nd Reporting Officer. If, after the review by the 2nd Reporting Officer the individual remains unhappy about the performance appraisal, then the individual should record this on a separate sheet and attach it to the PDR report. The SPO/OCU Commander/Head of Dept will hold a case conference with the officer concerned and the 1st and 2nd Reporting Officers. If the officer is still unhappy with the outcome then she or he can lodge an appeal to the Chief Inspector at Career Development Department. The Department's decision will be final. This does not affect the individual officer's right to the Grievance Procedure.

Last Revised: January 2000

Next Review: June 2000 (by Career Development Department)

APPENDIX 'A'

PRIORITIES

RESTRICTED - STAFF

1.1 Local Policing Plan - Agreed Priorities - *(Agree up to four)*

KT No

1. To improve 'road safety' within the base by bringing to attention of site employees the traffic regulations, and adopt measures to enforce them.	Station Objective No 4
2. To carry out high profile policing at the exit point to prevent theft and detect offenders.	Force Aim
3. To design and implement a sickness monitoring system and develop a managerial style of promoting good discipline, efficiency and welfare of officers within my section.	Sickness Strategy
4. To effectively deal with domestic violence incidents.	OCU Objective No2

1.2 Action Plan

1. Target previously identified speeding areas using speed recording equipment. (PI) Record numbers of vehicles stopped, advice given and reports submitted (4 month period). Ensure that vehicles are registered on site and that their documentation is in order. (PI) Number of checks made and offences recorded.
2. Monitor and record number of vehicle/personal searches carried out (6 month period). Monitor and record number of offences detected. Monitor number of employees reported for breach of establishment regulations/orders.
3. Identify main users of SC & MCSL and publish details of MDP hours lost and cost to MDP. To conduct all return to duty after sickness interviews during first two working days. (PI) Number of interviews conducted within the time scale. All 9 staff reports to be submitted on time. To submit occurrence/interim reports prior to going off duty.
4. Number of DV incidents attended and outcome. (PI) Numbers of DV attended. Devise a written memo guide to help officers attending DV incidents. (PI) Guide produced. Link with Wiltshire Police Force for update on policy. (PI) Number of contacts made.

**Officer's
Signature:**

**Name: Sergt A N OTHER
Date: 01.12.99**

**1st Reporting
Officer's Signature:**

**Name: Inspr J BROWN
Date: 01.12.99**

APPENDIX 'B'

SUPPORTING INFORMATION (SIs)

PERFORMANCE AND DEVELOPMENT REVIEW - SUPPORTING INFORMATION

This form should be used to record supporting information for the PDR Core Policing Skills that relate to your rank. The original copy MUST be given to your 1st Reporting Officer. A copy of this form is to be retained in your PDP.

CORE SKILLS	1 P&E Standards	2 Comms	3 Self Motivation	4 Decision Making	5 Creativity Innov	6 Leadership	7 Mg Dev Staff	8 Op Planning	9 Strat Planning
Self Competency Level	5	4	GRADING	4	GRADING	GRADING	GRADING	GRADING	GRADING
Supervisor's Endorsement	5	5	GRADING	4	GRADING	GRADING	GRADING	GRADING	GRADING
Supporting Information for Core Policing Skills. <i>(Record any references below ie Page 6 Pocket Book)</i> OB Page 33 Reference 160-10/12/99 Priority No 4	The complainant was very distressed and I had to calm her down to obtain the necessary information. I used effective questioning techniques to obtain the necessary details of the offender. I left the complainant in company with another police officer to ensure that she was looked after considering her physical and mental state. I visited the offender (lives next door). I was met with a very hostile reception. I gained entry to the house, where a controlled conversation took place. I remained impartial, however, informed the offender that he would be the subject of a police report. I managed to reach a satisfactory compromise that he would not visit next door, however, I feel that I was not able to conclude the issue and expect a further incident.								
	DATE: 07/01/2000	SIGNATURE:	RANK/NO:	Sergt A N OTHER	STATION/DEPT:	MDP STONE			
Comments of Endorsing Supervisor	Sergt ANOTHER's actions helped calm an already violent domestic situation, a good job well done.								
	DATE: 07/01/2000	SIGNATURE:	RANK/NO:	Insp J BROWN	STATION/DEPT:	MDP STONE			

PERFORMANCE AND DEVELOPMENT REVIEW - SUPPORTING INFORMATION

This form should be used to record supporting information for the PDR Core Policing Skills that relate to your rank. The original copy MUST be given to your 1st Reporting Officer. A copy of this form is to be retained in your PDP.

CORE SKILLS	1 P&E Standards	2 Comms	3 Self Motivation	4 Decision Making	5 Creativity Innov	6 Leadership	7 Mg Dev Staff	8 Op Planning	9 Strat Planning
Self Competency Level	GRADING	GRADING	GRADING	GRADING	GRADING	5	GRADING	4	GRADING
Supervisor's Endorsement	GRADING	GRADING	GRADING	GRADING	GRADING	5	GRADING	4	GRADING
Supporting Information for Core Policing Skills. (Record any references below ie Page 6 Pocket Book) Occurrence Book page 32 Pocket Book page 33 IRB 1/99 Priority No 2	At 0210 hours whilst on high profile police patrol of the establishment perimeter fence, in company with Constable SWORD. I responded to a fence intruder alarm receiving an R/T call from the control room. Two members of the Trident Ploughshares 2000 were subsequently arrested for causing criminal damage. I confidently took charge of the situation by delegating appropriate tasks at the scene to other police officers. I asked for additional resources to meet the operational requirement effectively. I notified all relevant parties and prepared incident reports for the CIR.								
	DATE:	15/01/2000	SIGNATURE:		RANK/NO:	Sergt A N OTHER	STATION/DEPT:	MDP STONE	
Comments of Endorsing Supervisor	Sergt A N OTHER has a very good topographical knowledge of the base and this was very useful when he dealt with the intruder alarm and the arrest of the two Trident Ploughshares demonstrators. Good work, well done.								
	DATE:	16/01/2000	SIGNATURE:		RANK/NO:	Inspr J BROWN	STATION/DEPT:	MDP STONE	

PERFORMANCE AND DEVELOPMENT REVIEW - SUPPORTING INFORMATION

This form should be used to record supporting information for the PDR Core Policing Skills that relate to your rank. The original copy MUST be given to your 1st Reporting Officer. A copy of this form is to be retained in your PDP.

CORE SKILLS	1 P&E Standards	2 Comms	3 Self Motivation	4 Decision Making	5 Creativity Innov	6 Leadership	7 Mg Dev Staff	8 Op Planning	9 Strat Planning
Self Competency Level	GRADING	GRADING	3	GRADING	4	GRADING	5	GRADING	GRADING
Supervisor's Endorsement	5	GRADING	3	GRADING	4	GRADING	5	GRADING	GRADING
Supporting Information for Core Policing Skills. (Record any references below ie Page 6 Pocket Book) WOODCOCK Questionnaires Graph Published Belbin Handout Priority No 3	Received returns of the used WOODCOCK SURVEY (building blocks) to identify areas and how it impacts on sickness. These responses gave me new ideas to design the sick graph for my section. I introduced the 'BELBIN' system to the officers on my section. This system (BELBIN) encourages the team/individual to self develop. However, due to my work load and different shifts, I have been unable to conduct two return to work interviews within my agreed priorities. I need to action plan for the future.								
	DATE:	19/01/2000	SIGNATURE:		RANK/NO:	Sergt A N OTHER	STATION/DEPT:	MDP STONE	
Comments of Endorsing Supervisor	The graph gives visual representation and helps in the sickness management strategy. I will be asking other sections to use this system as 'best practice'. Although Sergt ANOTHER has not been able to conduct two sickness interviews on time, she has down graded herself in 'motivation'. I feel her open and honest SI is a clear indication of high Professional & Ethical Standards.								
	DATE:	19/01/2000	SIGNATURE:		RANK/NO:	Inspr J BROWN	STATION/DEPT:	MDP STONE	

APPENDIX 'E'

NORMAL DISTRIBUTION CURVE

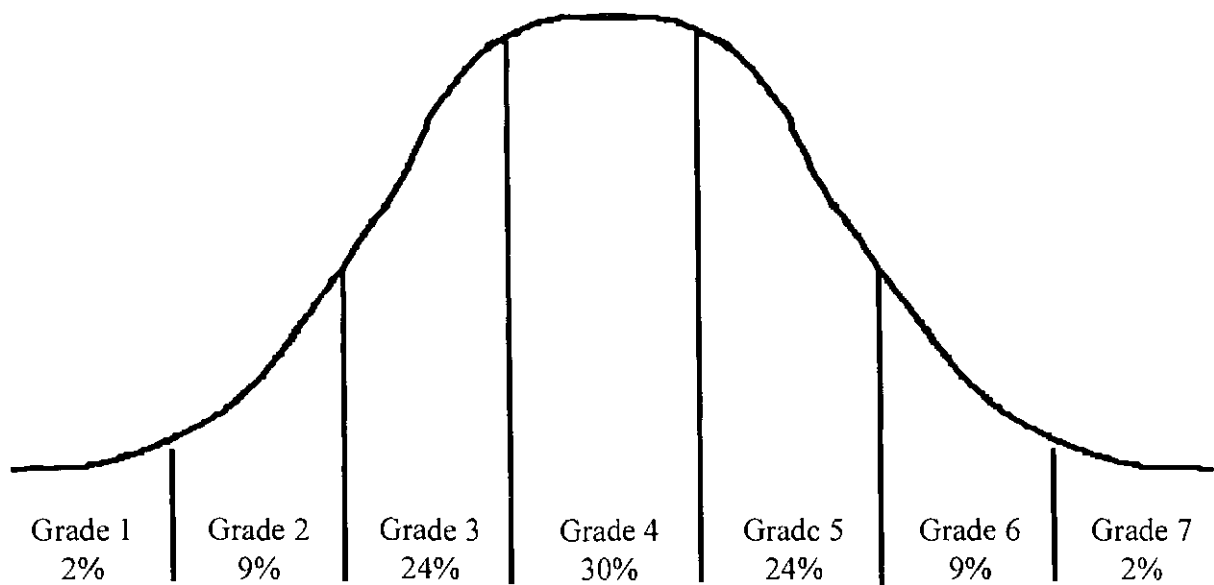
Normal Distribution Curve

7	Top 2%	Demonstrates exceptionally strong level of skill at all times.
6	Next 9%	Markedly exceeds the requirements of the post.
5	Next 24%	Sometimes exceeds the requirements of the post.
4	Mid 30%	A sound and acceptable performance. The standard expected to meet the requirements of the post.
3	Next 24%	Generally acceptable but occasional shortcomings in performance.
2	Next 9%	Some areas for development: considerable training needs identified.
1	Bottom 2%	An extremely low score: Significant training needs identified.

Competency levels 6 and 7 indicate a strong performance, well above average.

Competency levels 3, 4 and 5 will cover the majority of officers, with 4 being the standard expected to meet the requirements of the post in question.

Competency levels 1 and 2 indicate a poor performance with serious shortcomings. Training needs identified, which should be actioned by the 1st Reporting Officer.



APPENDIX 'F'

PDR 12 MONTH CYCLE

PERFORMANCE DEVELOPMENT REVIEW

12 MONTH CYCLE

- **PDR START DATE**
- **Form 273A/273A(PC) - PERFORMANCE REVIEW REPORT**

Form 273A is for all Supervisors - Form 273A(PC) is for Constables

Complete applicable front page details

Complete parts 1.1 & 1.2 (officer reported upon keeps copy)

- **Form 273E - (SI)**

Use to record (SI) for the PDR core skills relevant to your rank. Original forms are to be kept by the 1st Reporting Officer under secure possession. The officer being reported upon is to keep a copy in their PDP.

- **Form 273C - INTERIM INTERVIEW**

This form is completed by the 1st Reporting Officer during the 6 month (or less if required) interim review interview. On completion the original is to be kept in the officers PDP and a copy retained by the 1st Reporting Officer.

- **Form 273B - PREPARATION FORM**

This form is completed by the officer being reported upon at least three weeks prior to their PDR completion date. A copy of the form should be retained by the 1st Reporting Officer.

- **Form 273D - DEVELOPMENT PLAN**

The officer being reported upon and the 1st Reporting Officer agree up to 3 core policing skills which need development. If training courses are required, page 3 must be completed, then copied and forwarded to the relevant OCUHQ/Hd of Dept for the training need to be notified to PTC. The original forms should be retained by the officer in their PDP.

- **Form 273A/273A(PC) - PERFORMANCE REVIEW REPORT**

The 1st reporting officer checks and completes details on the front page, ensuring that dates and information are correct. The first reporting officer then completes parts 2.1 to 2.9 as applicable to the rank of the officer they are reporting upon, then completes part 3.1 sickness and signs the report. *The PDR report must be completed between 3 weeks before and one week after the due completion date.*

The officer being reported upon then completes parts 4.1 4.2 & 4.3 and signs the report.

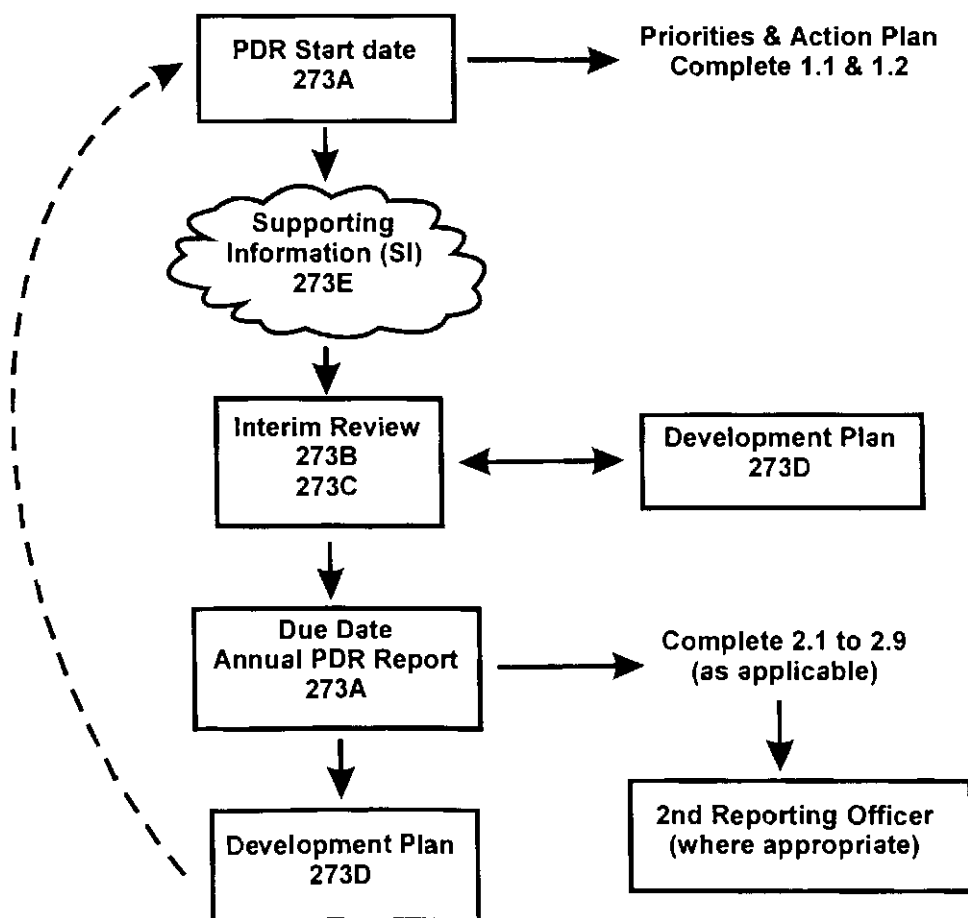
Part 4.4 is completed by the 2nd Reporting Officer (where applicable). Comments do not have to be written in the box, where written comment is made the officer being reported upon must be given the opportunity to read them.

Part 5.1 is completed by the Senior Police Officer (SPO), and after checking/signature is forwarded to the relevant OCUHQ/Head of Department.

Part 6.1 is completed by the OCU Commander/Head of Department and after checking/signature is forwarded to the relevant personnel section at (P&T) MDPHQ. *The PDR is to be received at (P&T) no later than 2 weeks after the due completion date.*

Part 7.1 and 7.2 are completed by the relevant personnel section at (P&T) MDPHQ.

PDR FLOW CHART



APPENDIX 'G'

PDR BLANK FORMS

Restricted - Staff

Ministry of Defence Police
Form 273A (PC) (9911)

PERFORMANCE REVIEW

Surname:

Forenames:

Substantive Rank:

	M	F
--	---	---

Date Joined Present
Station:

Date of
Promotion:

Force Number:

Staff
Number:

Date of
Birth:

Station and OCU:

The period this review covers:

From:

To:

Date Due

Date carried out:

Interim Review(s):

Date Due:

Date Carried Out:

Training programmes completed during this reporting period:

RESTRICTED - STAFF

1.1 Local Policing Plan - Agreed Priorities - *(Agree up to four)*

KT No

1.	
2.	
3.	
4.	

1.2 Action Plan

1.
2.
3.
4.

Officer's Signature:		1st Reporting Officer's Signature:	
Name:		Name:	
Date:		Date:	

RESTRICTED - STAFF

Application of Core Policing Skills

This part is to be completed in accordance with the PDR Manual of Guidance. Complete sections 1 to 5 for all officers. Complete sections 6 to 9 as appropriate

2.1 Professional and Ethical Standards

Competency Level

Grade

Supporting Information:

--

2.2 Communication

Competency Level

Grade

Supporting Information:

--

2.3 Self-motivation

Competency Level

Grade

Supporting Information:

--

2.4 Decision making

Competency Level

Grade

Supporting Information:

2.5 Creativity and innovation

Competency Level

Grade

Supporting Information:

RESTRICTED - STAFF

3.1 Sick days throughout this reporting period are:

SCSL MCSL

1st Reporting Officer's Signature:

Name: **Rank/No:**

Date:

4.1 I have read my performancee review and wish to make the following comments:

4.2 I wish to discuss my review with my 2nd reporting officer ☐

4.3 I wish to have a career profile interview with my 2nd reporting officer ☐

Signature: **Rank/No:**

Name: **Date:**

4.4 To be completed by 2nd reporting officer (where applicable)

Signature: **Rank:**

Name: **Date:**

RESTRICTED - STAFF

5.1 Senior Police Officer:

I have seen this PDR. **Yes:** ☐ **No:** ☐

Signature: **Rank:**

Name: **Date:**

6.1 OCU Commander/Hd of Dept:

I have seen this PDR. **Yes:** ☐ **No:** ☐

Signature: **Rank:**

Name: **Date:**

7.1 Date received at Personnel Section:

7.2 Record any action taken below:

Signature: **Pers Section No:**

Name: **Date:**

PERFORMANCE REVIEW

Surname:

Forenames:

Substantive Rank:

M

F

Date Joined Present Station:

Date of Promotion:

Force Number:

Staff Number:

Date of Birth:

Station and OCU:

The period this review covers:

From:

To:

Date Due

Date carried out:

Interim Review(s):

Date Due:

Date Carried Out:

Training programmes completed during this reporting period:

RESTRICTED - STAFF

1.1 Local Policing Plan - Agreed Priorities - (Agree up to four)

KT No

1.	
2.	
3.	
4.	

1.2 Action Plan

1.
2.
3.
4.

**Officer's
Signature:**

--

**1st Reporting
Officer's Signature:**

--

Name:

--

Name:

--

Date:

--

Date:

--

RESTRICTED - STAFF

Application of Core Policing Skills

This part is to be completed in accordance with the PDR Manual of Guidance. Complete sections 1 to 5 for all officers. Complete sections 6 to 9 as appropriate

2.1 Professional and Ethical Standards **Competency Level** **Grade**

Supporting Information:

2.2 Communication **Competency Level** **Grade**

Supporting Information:

2.3 Self-motivation **Competency Level** **Grade**

Supporting Information:

2.4 Decision making

Competency Level

Grade

Supporting Information:

2.5 Creativity and innovation

Competency Level

Grade

Supporting Information:

2.6 Leadership

Competency Level

Grade

Supporting Information:

2.7 Managing and developing staff

Competency Level **Grade**

Supporting Information:

2.8 Operational planning

Competency Level **Grade**

Supporting Information:

2.9 Strategic planning

Competency Level **Grade**

Supporting Information:

RESTRICTED - STAFF

3.1 Sick days throughout this reporting period are:

SCSL MCSL

1st Reporting Officer's Signature:

Name: **Rank/No:**

Date:

4.1 I have read my performance review and wish to make the following comments:

4.2 I wish to discuss my review with my 2nd reporting officer ☐

4.3 I wish to have a career profile interview with my 2nd reporting officer ☐

Signature: **Rank/No:**

Name: **Date:**

4.4 To be completed by 2nd reporting officer (where applicable)

Signature: **Rank:**

Name: **Date:**

RESTRICTED - STAFF

5.1 Senior Police Officer:

I have seen this PDR. Yes: ☐ No: ☐

Signature:	<input type="text"/>	Rank:	<input type="text"/>
Name:	<input type="text"/>	Date:	<input type="text"/>

6.1 OCU Commander/Hd of Dept:

I have seen this PDR. Yes: ☐ No: ☐

Signature:	<input type="text"/>	Rank:	<input type="text"/>
Name:	<input type="text"/>	Date:	<input type="text"/>

7.1 Date received at Personnel Section:

7.2 Record any action taken below:

Signature:	<input type="text"/>	Pers Section No:	<input type="text"/>
Name:	<input type="text"/>	Date:	<input type="text"/>

Performance and Development Review

Preparation Form

(On completion this form is to be placed in the Officer's PDP)

This form is to be completed prior to the individual's Performance Review being written. **A copy of the form should be retained by the 1st reporting officer.**

Part 1 - Looking back over the period under review

Section 1 Refer to your agreed list of policing priorities. What do you think you achieved particularly well? *(Give examples)*

Section 2 Again, refer to your policing priorities. In what way do you feel you could have improved your performance during the period under review? *(Say how)*

SAMPLE

Form 273B (1911)

Section 3 Describe any training or development activities which you have undertaken since your last review. Comment on how effective these have been in improving your performance potential.

Part 2 - Looking forward to the next review period

Section 4 What policing priorities do you want to focus on in the period ahead?

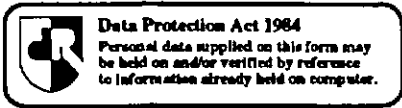
Section 5 Describe any additional responsibilities you would like to take on in your current role.

SAMPLE

Form 273B (1911)

Section 6 Would you like to gain further experience in other related areas of the job?
If so what?

Section 7 What training or development would be particularly useful in your current
role, or any future role in the service?



Performance Review

Interim Interview

Guidance Notes: This form is to be completed by the 1st Reporting Officer.

There must be at least one Interim Performance Review Interview carried out mid term (ie approximately 6 months after Policing Priorities have been agreed).

The purpose of the Interim Interview is:

- Collate supporting information, ensuring it is entered on the Supporting Information Forms.
- Ensure that personal development action plans are being followed, and training is being addressed.
- Make any necessary adjustments to the action plans.
- Take any necessary action to improve upon or maintain performance.
- This form should be retained in the officer's PDP. A copy is to be retained by the 1st Reporting Officer.

Policing Priorities

Are the current list of Policing Priorities still valid *Yes/No*.

If *No*, what additions/changes are required? (*Formulate and record new Policing Priorities if necessary*)

Part 2 Performance Against Agreed Policing Priorities

1. Describe achievements made against the agreed policing priorities during the review period, supported by examples of performance

2. Describe areas for improvement against the agreed policing priorities during the review period, supported by examples of performance

3. Describe any other aspects of the officer's performance during the review period not covered in 1 or 2 above (eg acts of bravery or reprimands), supported by examples of performance

CORE POLICING SKILL
DEVELOPMENT PLAN

Following on from your Performance Review, list up to three (agreed) aspects of your performance which require further development, in terms of core policing skills. For each of these development objectives, describe how you intend to achieve it. You may wish to consider what practical assistance and support you might need.

Describe the aspects of your core policing skills which you need to develop:

1.
2.
3.

Say how you intend to do these and how long it will take:

1.
2.
3.

RESTRICTED - STAFF

Form 273D (9911)

Comments by 1st Reporting Officer

Do the development objectives reflect the needs of the officer and the Station/OCU/Department?

Are they realistic and achievable within the timescales indicated?

☐ Tick if training course is required

Complete attached form, page 3 and forward a copy to your OCU HQ Training Officer.

Officer's Signature:	<div></div>	1st Reporting Officer's Signature:	<div></div>
Name in Capitals:	<div></div>	Name in Capitals:	<div></div>
Date:	<div></div>	Date:	<div></div>

RESTRICTED - STAFF

Form 273D (9911)

Training Course(s) Required:

Officer's Signature:	<div></div>	1st Reporting Officer's Signature:	<div></div>
Name:	<div></div>	Name:	<div></div>
Date:	<div></div>	Date:	<div></div>

THIS FORM MUST BE COPIED AND SUBMITTED TO OCU HQ FOR THE TRAINING REQUIREMENTS TO BE NOTIFIED TO PTC. THE ORIGINAL TO BE RETAINED IN THE OFFICER'S PDP.

OCU TRAINING ACTION:

PERFORMANCE AND DEVELOPMENT REVIEW - SUPPORTING INFORMATION

This form should be used to record supporting information for the PDR Core Policing Skills that relate to your rank. The original copy MUST be given to your 1st Reporting Officer. A copy of this form is to be retained in your PDP.

CORE SKILLS	1 P&E Standards	2 Comms	3 Self Motivation	4 Decision Making	5 Creativity Innov	6 Leadership	7 Mg Dev Staff	8 Op Planning	9 Strat Planning
Self Competency Level	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING
Supervisor's Endorsement	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING	GRADING
Supporting Information for Core Policing Skills. (Record any references below ie Page 6 Pocket Book)									
	DATE:		SIGNATURE:		RANK/NO:		STATION/DEPT:		
Comments of Endorsing Supervisor									
	DATE:		SIGNATURE:		RANK/NO:		STATION/DEPT:		

Name:	Rank:	Station:	PDR Start Date:	End Date:
-------	-------	----------	-----------------	-----------

PDR COMPETENCY LEVEL MATRIX

CORE SKILLS	GRADES																															TOTAL	AVERAGE
SI Number:																																	
P & E Stnd's																																	
Comms																																	
Self Mot																																	
Dec Mak																																	
Crea & Innov																																	
Leadership																																	
Mng & Dev Staff																																	
Op Planning																																	
Strat Planning																																	

2. COMPETENCY LEVELS

Constable

1. PROFESSIONAL & ETHICAL STANDARDS - Constable

Level 1

Poor self-management (examples being, lateness, poor standards of dress and personal hygiene). Does not form a productive working relationship with colleagues. Fails to contribute to the achievement of the team objectives. May be hostile to colleagues' views for example, on gender and race and/or have a negative approach to team working. Is observed at times to be rude, impolite or unhelpful. May demonstrate a lack of self-restraint and an inability to control temper. Does not use principles of HRA when exercising police powers and professional judgement.

Level 2

Improvements in self-management only addressed temporarily as a direct result of supervisor's intervention. Attendance record inconsistent with periods of lateness. Presents an inconsistent standard of dress and personal hygiene. Contributes as a team member only as a reaction to prompting. Lapses into making negative and inappropriate statements. Frequently uses exclusionary language. Deals only with routine tasks when prompted. Avoids proactive communication with customers will only react to specific requests. Avoids using principles of HRA when exercising police powers and professional judgement.

Level 3

Attends for work mostly on time, dress and appearance being just within PPM guidelines. On occasions may need to demonstrate more assertiveness when faced with demanding situations. Makes an attempt to form productive working relationships. Makes a small contribution to the achievements of the agreed policing priorities. Communicates with and provides an inconsistent standard of service to customers. Own behaviour conveys an inconsistent image of the MDP to current and potential customers. Occasionally uses principles of HRA when exercising police powers and professional judgement.

Level 4

Attends work on time. Is able to deal with routine work tasks. Forms productive working relationship with colleagues when team responsibilities are clearly defined. Sensitive in the use of language, in particular on gender and race. Does make contributions to the achievements of the agreed policing priorities. Maintains a satisfactory standard of service to customers. Able to obtain basic information when dealing with persons who have suffered crime either as a victim or witness. Uses the principles of HRA when exercising police powers and professional judgement.

Level 5

Always punctual and displays a standard of dress that fully meets the PPM. Keen to learn from colleague's experiences. Shares views and opinions and gives constructive suggestions when required. Considerate of other team members and provides constructive self-feedback on performance. Provides a good standard of service to customers. Able to effectively assimilate and analyse information provided by a victim or witness. Actively uses the principles of HRA when exercising police powers and professional judgement.

Level 6

Is proactive in seeking work and assists other team members to produce quality work. Makes positive suggestions for improved team performance, which are valued by colleagues. Accepts personal responsibility for providing a good standard of service to customers. Shows calmness and self-constraint in complex or conflicting situations. Achieves consistent and effective work performance under pressure. Proactively uses the principles of HRA when exercising police powers and professional judgement.

Level 7

Undertakes a varied and demanding workload delivering a quality performance as an individual or as a team player. Copes well with setbacks and maintains a positive disposition in pressurised situations. Demonstrates an awareness of the capabilities of members of the team and of the personal contributions made by each member. Actively gains views and opinions from individuals and recognises diversity and opportunities where teamwork will more effectively achieve the desired outcome. Sensitive to the needs of the defence community. Good awareness of local issues. Embraces the principles of HRA and proactively uses them when exercising police powers and professional judgement.

2. COMMUNICATION - Constable

Level 1

Not an effective communicator. Not confident of ability in this area. May appear withdrawn and not willing to put herself/himself forward for roles involving routine contact with the public. Does not pitch delivery at the correct level. Written reports consist of poor grammar and spelling. Reports may be poorly presented, illegible, inaccurate and omit salient points.

Level 2

Will only communicate when prompted. Short attention span leads to losing the grasp of conversations. Does not always ask relevant questions when dealing with the public. Does not always listen to responses to questions and therefore loses track of important issues. Improvement required to span of attention, which at its current level may lead to lack of comprehension. Requires supervision on most occasions.

Level 3

Does not always speak clearly. Does not always make use of questioning techniques to support communication. Further clarification needed of information gained. Can only produce basic written reports on subjects which are routine and commonly occur within the context of the role. Does need supervision of their work on occasions. Grammar and spelling require some alterations before final submission.

Level 4

Speaks clearly most of the time. Uses effective questioning techniques. Is capable of putting forward reasonable arguments but these may lack depth. Written reports are generally legible and concise. Grammar and spelling are of a standard acceptable to the MDP.

Level 5

Diction is clear and concise. Makes effective use of questioning techniques gaining as much information as possible. Listening skills are generally effective complemented by probing questions. Written reports are of a high standard.

Level 6

Speaks with authority in a clear, calm voice. Recognises the need of the listener, pitches delivery accordingly and easily establishes dialogue. Consistently submits good quality, well presented, comprehensive written documents. Structures text in a logical manner, enabling the reader to easily comprehend its meaning; for example, within reports and letters.

Level 7

Is able to establish and promote discussion on the intention behind a speaker's immediate message. Effectively controls a situation and is able to influence the direction of discussion and the direction of the decision making process. Effective presentation of reports, making good use of figures and groups to support text where appropriate.

Effectively summarises salient points. Constructs original correspondence to a high standard.

3. SELF MOTIVATION - *Constable*

Level 1

Requires constant supervision to ensure work is carried out on time and to the required standard. Demonstrates little interest in the job or commitment to the MDP. Shows reluctance to accept change and fails to read the relevant information to keep abreast of current activity in the MDP.

Level 2

Will only carry out work as required by supervisors. Will not generate their own work. Shows some interest in the job and some commitment to the MDP. Reluctant to demonstrate commitment to or ownership of their own development. Will not readily seek feedback on performance.

Level 3

May have a tendency to give up when faced with setbacks. Does not always keep her/his professional knowledge up to date resulting in constant referrals to colleagues and supervisors. Some commitment shown to the job and the MDP. This may sometimes appear apathetic. Will generate their own work when prompted.

Level 4

Reliable when completing tasks to a given time frame, uses a structured approach when dealing with standard tasks. Keeps abreast of current activity within the MDP by reading circulated material. Will generate their own work.

Level 5

Keen, enthusiastic and committed. Maintains a proportion of self generated work. Expresses an interest in subjects beyond the current role. Receptive to change. Keeps abreast of current legislation and regulations relating to the MDP and external environment.

Level 6

Regularly seeks opportunity to increase personal skills, and accepts responsibility for self-development. Displays good time management skills. Is flexible and adapts well to change. Shows good commitment to tasks and objectives. Difficulties are overcome with perseverance.

Level 7

Maintains very good standards, and achieves personal goals. Embraces change, recognising and seizing opportunities. Is aware of the need to change and is prepared to do so. Connects information and ideas to aims and objectives.

4. DECISION MAKING - Constable

Level 1

Displays a lack of judgement. Frequently fails to take account of available information. Content and accuracy of information is poor. Often fails to take the appropriate course of action or fails to select the most appropriate for the circumstances.

Level 2

Bases routine decisions on precedence or procedure. Seeks guidance of supervisors when dealing with more complex issues. Does not always learn from mistakes. Fails to check information for accuracy. Fails to remain calm under pressure.

Level 3

Gathers information under guidance. Does not consider all the options before making a decision. Rarely takes the opportunity to action tasks to be completed within agreed timescales. On occasions remains calm under pressure. Learns from mistakes under guidance.

Level 4

Assesses situations, sometimes drawing logical conclusions from information available. Can use sound judgement to identify what is considered the best option. Takes appropriate action to enable the task to be completed within agreed timescales. Learns from mistakes. Remains calm under pressure.

Level 5

Assesses the situation and considers the effect her/his decision may have on it. Is consistent in approach while under pressure, retaining composure and confidence. Remains impartial and displays foresight when considering alternatives. During problem solving, identifies important issues and will undertake research and organise work in a logical manner. Utilises previous experience.

Level 6

Gathers information unobtrusively. Recognises possible irregularities which may require response. Assesses the feasibility, strengths and weaknesses of options before acting. Contributes and encourages others in reaching shared decisions. Recognises and responds to situations which require quick decisions with due regard to the consequences. Assumes responsibility when necessary.

Level 7

Defines and declares key criteria. Gives due consideration to competing priorities and available resources. Demonstrates an understanding of resource and performance management issues. Thinks through issues and shows, through personal working practices, a concern for quality and value for money. Identifies and implements better working practices and procedures.

5. CREATIVITY AND INNOVATION - *Constable*

Level 1

Reluctant to change working practices. Unable to see alternatives to set procedures. Requires guidance and encouragement to effectively implement new working practices. Poor or partial use of available resources. Excessive reliance on routine precedent and procedure.

Level 2

Only works within tried and tested practices and procedures with given resources. Uses own initiative to resolve issues at basic level, referring more complex issues to others. Shows an unwillingness to adapt and implement new working practices. Resists change and may display a rigid outlook.

Level 3

Occasionally demonstrates initiative. Sometimes displays a lack of sound judgement and awareness. Generally open-minded. The influence on people and situations is not always positive. On occasions, ineffective use of resources results in issues and incidents remaining unsolved.

Level 4

Keen to improve working practices. Looks for alternatives to set procedures. Provides a positive response to new ideas from others. Examines available resources in order to make best use of them. Demonstrates a willingness to adapt when changes are imposed.

Level 5

Looks for improvement in procedures and makes the appropriate recommendations. Recognises and transfers practical ideas seen elsewhere resulting in local improvements. Supports and enhances the implementation of new working practices. Proactively seeks solutions to problems. Produces plans for the implementation of new ideas.

Level 6

Identifies activities requiring updating. Generates original ideas, and develops working solutions for implementation to enable colleagues to share and build upon ideas which advance specific issues and improve the quality of service provided. Identifies opportunities for using technology to improve performance and understand the managing of information.

Level 7

Demonstrates the ability to address problems from various perspectives. Produces successful initiatives which depart from conventional and traditional thinking. Demonstrates a detailed knowledge and understanding of creativity and innovation. Able to exploit information and intelligence systems which use technical solutions to enhance performance.

Sergeant

1. PROFESSIONAL & ETHICAL STANDARDS - *Sergeant*

Level 1

Poor self-management (examples being, lateness, poor standards of dress and personal hygiene). Does not form a productive working relationship with peers and constables. Fails to prompt others or contribute to the achievement of the team objectives. May be hostile to colleagues' views, for example, on gender and race and have a negative approach to team working. Is observed at times to be rude, impolite or unhelpful. May demonstrate a lack of self-restraint and an inability to control temper. Does not use principles of HRA when exercising police powers and professional judgement.

Level 2

Improvements in self-management only addressed temporarily as a direct result of management intervention. Attendance record inconsistent with periods of lateness. Presents an inconsistent standard of dress and personal hygiene. Contributes as a supervisor only as a reaction to prompting. Lapses into making negative and inappropriate statements. Frequently uses exclusionary language. Deals only with routine tasks when prompted. Avoids proactive communication with constables and customers, will only react to specific requests. Avoids using principles of HRA when exercising police powers and professional judgement.

Level 3

Attends for work mostly on time, dress and appearance being just within PPM guidelines. On occasions may need to demonstrate more assertiveness when faced with demanding situations. Makes an attempt to form productive working relationships. Makes small contributions to the achievements of the agreed policing priorities. Takes some steps to provide supervisory guidance. Communicates with and provides an inconsistent standard of service to constables and customers. Own behaviour conveys an inconsistent image of the Force to current and potential customers. Occasionally identifies and deals with inappropriate behaviour. Occasionally uses principles of HRA when exercising police powers and professional judgement.

Level 4

Attends work on time. Forms productive working relationship with colleagues. Supports, monitors and maintains standards. Does encourage others to make contributions to team objectives. Maintains a satisfactory service to customers. Identifies and deals with inappropriate behaviour. Able to guide constables to obtain basic information from victims or witnesses. Uses the principles of HRA when exercising police powers and professional judgement.

Level 5

Always punctual and displays a standard of dress that fully meets the PPM guidelines. Keen to encourage others to learn from own experiences. Gives constructive advice and guidance when required. Considerate of other team members and provides constructive feedback on performance. Provides a good standard of service to constables and customers. Challenges inappropriate behaviour. Able to guide

constables in order to effectively assimilate and analyse information provided by a victim or witness. Actively uses the principles of HRA when exercising police powers and professional judgement.

Level 6

Is proactive in seeking and assisting other team members to produce quality work. Implements positive ideas for improved team performances which are valued by colleagues. Accepts personal responsibility for providing a good standard of service to customers. Shows calmness and self-constraint in complex or conflicting situations. Sensitive in the use of language and provides positive support for those who challenge unacceptable behaviour. Achieves consistent and effective work performance under pressure. Proactively uses the principles of HRA when exercising police powers and professional judgement.

Level 7

Undertakes a varied and demanding workload delivering a quality performance as a supervisor and team player. Maintains a positive disposition in pressurised situations. Demonstrates an awareness of the capabilities of members of the team and of the personal contributions made by each member. Adapts to changing circumstances. Having authorised others to act accepts responsibility for the possible consequences. Recognises opportunities where teamwork will more effectively achieve the desired outcome. Sensitive to the needs of the defence community. Good awareness of local issues. Embraces the principles of HRA and proactively uses them when exercising police powers and professional judgement.

2. COMMUNICATION - *Sergeant*

Level 1

Not an effective communicator and unapproachable to peers and constables. Not confident of ability to communicate effectively. May appear withdrawn and not willing to put herself/himself forward for roles involving routine contact with the public. Does not pitch delivery at the correct level. Written reports consist of poor grammar and spelling. Reports may be poorly presented, illegible, inaccurate and omit salient points.

Level 2

Will only communicate when prompted. Short attention span leads to losing the grasp of conversation. Relevant questions are not always asked when dealing with constables or the public. Does not always listen to responses to questions and therefore loses track of important issues. Improvement required to span of attention, which at its current level may lead to lack of comprehension. Endorsements of constables written reports lack meaning. Does not inspire confidence in the team.

Level 3

On occasions does not always speak clearly. Better use could be made of questioning technique to support communication. Can produce basic written reports on subjects which are routine. Grammar and spelling require some alterations before final submission. Constables written reports are sometimes returned for further explanation of supervisor's endorsements. Does need management intervention on occasions.

Level 4

Speaks clearly. Explicit and frank when required. Uses effective questioning techniques. Is capable of putting forward reasonable arguments with options. Written reports are generally legible and concise. Endorsements of constable's reports are generally meaningful. Written reports and endorsements are of a standard acceptable to the MDP.

Level 5

Diction is clear and concise. Makes effective use of questioning techniques gaining as much information as possible. Friendly and approachable. Listening skills are generally effective complemented by probing questions. Written reports and endorsements are of a high standard.

Level 6

Speaks with authority in a clear, calm voice. Recognises the need of the listener, pitches delivery accordingly and easily establishes dialogue. Responds to others feeling and ideas. Consistently submits good quality, well presented, comprehensive written documents. Structures text in a logical manner enabling the reader to easily comprehend its meaning, for example, within reports, memos and letters.

Level 7

Is able to establish and promote discussion on the intention behind a speaker's immediate message. Effectively controls briefings and is able to influence the direction of the decision making process. Effective presentation of reports, making good use of figures and groups to support text where appropriate. Effectively summarises salient points. Constructs original correspondence to a high standard.

3. SELF MOTIVATION - *Sergeant*

Level 1

Requires constant monitoring by management to ensure supervisory duties are carried out to the required standard. Demonstrates little interest in the job or commitment to the MDP. Shows reluctance to accept or encourage change. Fails to read the relevant information to keep abreast of current activity in the MDP.

Level 2

Will only delegate or carry out work as required by managers. Will not encourage constables to generate their own work. Shows some interest in the job and some commitment to the MDP. Reluctant to demonstrate commitment to or ownership of her/his own or staff development. Will not readily seek feedback on performance.

Level 3

May have a tendency to give up when faced with setbacks. Does not always keep their professional knowledge up to date resulting in constant referrals to management when questioned by constables. Some commitment shown to the job and the MDP. This may sometimes appear apathetic. Will encourage others to generate their own work when prompted.

Level 4

Can be relied upon to ensure that tasks are completed on time. May benefit from a more structural approach when dealing with and delegating tasks that are out of the ordinary. Makes an attempt to keep abreast of current activity within the MDP by reading circulated material and Force Orders, and disseminating it to constables. Generates their own work and encourages others to do likewise.

Level 5

Keen, enthusiastic and committed, creating a positive atmosphere to staff. Maintains a proportion of self generated work. Expresses an interest in subjects beyond the current role. Receptive to change. Keeps abreast of current legislation and regulations relating to the MDP and external environment ensuring that staff are regularly updated.

Level 6

Regularly seeks opportunity to increase personal skills, and accepts responsibility for self-development and the development of staff. Enthusiasm has a positive effect on the rest of the team. Displays good time management skills. Is flexible and adapts well to change. Shows good commitment to tasks and objectives. Difficulties are overcome with perseverance.

Level 7

Maintains very good standards, and achieves agreed policing priorities. Embraces change, recognising and seizing opportunities, encouraging others to do so. Connects information and ideas to aims and objectives. Shows a well-developed sense of timing, seizing the initiative when appropriate to achieve the best results. Challenges established methods to improve performance.

4. DECISION MAKING - *Sergeant*

Level 1

Displays a lack of judgement. Frequently fails to take account of available information. Content and accuracy of information is poor. Often fails to take the appropriate course of action or fails to select the most appropriate for the circumstances.

Level 2

Bases routine decisions on precedence or procedure. Seeks guidance of managers when dealing with more complex issues. Fails to check information for accuracy. Fails to encourage constables to reach shared decisions. Fails to remain calm under pressure.

Level 3

Gathers information under guidance. Does not consider all the options before making a decision. Rarely takes the opportunity to action or delegate tasks to be completed within agreed timescales. Does not always learn from mistakes. Does not always remain calm under pressure.

Level 4

Assesses situations, sometimes drawing logical conclusions from information available. Can use sound judgement to identify what is considered the best option. Takes the appropriate action to enable the task to be completed within agreed timescales. Learns from mistakes under guidance. Remains calm under pressure.

Level 5

Assesses the situation and considers the effect their decision may have on it. Is consistent in approach while under pressure, retaining composure and confidence. Remains impartial and displays foresight when considering alternatives. During problem solving, identifies important issues and will undertake research, organising work in a logical manner. Utilises previous experience.

Level 6

Gathers information unobtrusively. Recognises possible irregularities which may require response. Assesses the feasibility, strengths and weaknesses of options before acting. Contributes and encourages others in reaching shared decisions. Recognises and responds to situations which require quick decisions with due regard to the consequences. Takes responsibility for the decisions of others working under her/his direction.

Level 7

Defines and declares key criteria. Gives due consideration to competing priorities and available resources. Demonstrates an understanding of resource and performance management issues. Thinks through issues and shows, through personal working practices, a concern for quality and value for money. Identifies and implements better working practices and procedures. Provides direction and retains focus in defining desired outcomes.

5. CREATIVITY AND INNOVATION - Sergeant

Level 1

Reluctant to change working practices. Unable to see alternatives to set procedures. Requires guidance and encouragement to effectively implement new working practices. Poor or partial use of available resources. Excessive reliance on routine precedent and procedure.

Level 2

Only works within tried and tested practices and procedures with given resources. Uses own initiative to resolve issues at basic level, referring more complex issues to others. Shows an unwillingness to adapt and implement new working practices. Resists change and may display a rigid outlook.

Level 3

Occasionally demonstrates initiative. Sometimes displays a lack of judgement and sound awareness. Generally open-minded. The influence on people and situations is not always positive. On occasions, ineffective use of resources results in issues and incidents remaining unsolved.

Level 4

Keen to implement improved working practices. Looks for alternatives to set procedures. Provides a positive response to new ideas from others. Examines available resources in order to make best use of them. Demonstrates a willingness and ensures constables adapt when changes are imposed.

Level 5

Looks for improvement in procedures and makes the appropriate recommendations. Recognises and transfers practical ideas seen elsewhere resulting in local improvements. Encourages and enhances the implementation of new working practices. Proactively seeks solutions to problems. Produces plans for the implementation of new ideas.

Level 6

Identifies activities requiring updating. Generates original ideas, and develops working solutions for implementation, to enable colleagues to share and build upon ideas which advance specific issues and improve the quality of service provided. Identifies opportunities for using technology to improve performance and understand the managing of information.

Level 7

Demonstrates the ability to address problems from various perspectives. Produces successful initiatives, which depart from conventional and traditional thinking. Demonstrates a detailed knowledge and understanding of creativity and innovation. Can think laterally when dealing with complex issues to arrive at conclusions and solutions. Able to exploit information and intelligence systems which use technical solutions to enhance performance.

6. LEADERSHIP - *Sergeant*

Level 1

Presentation of views are quite often confrontational or may not give a clear message to others. Is therefore likely to fail to reach agreement to pursue a set course of action or to resolve issues. Tends to refuse advice, operates in isolation and not always gives due consideration to feedback. Demonstrates a basic level of commitment but lacks conviction.

Level 2

Has difficulty taking control of situations. Does not readily provide clear instructions. Is not happy to take responsibility for the possible consequences of decisions. Fails to stipulate appropriate procedures for varying circumstances. Reluctantly accepts advice from managers, will not accept feedback from peers. Lacks the ability to direct.

Level 3

Is capable of taking responsibility for making things happen within the context of the role. Accepts feedback but may be reluctant to seek the views of others. Is able to gain support of peers and constables to achieve given tasks. May have a tendency to lack enthusiasm in certain areas. Has some difficulty in delegating tasks and tends to lack confidence in junior staff members.

Level 4

Enthusiastic and committed. Invites and considers feedback but could do this on a more regular basis. Reaches agreement to pursue a course of action which commits an appropriate level of resources and achieves the desired result. Demonstrates confidence when dealing with situations and incidents. Is able to delegate.

Level 5

Adopts a positive style, issuing directions, challenging poor work and inappropriate conduct, recognising and acknowledging good work. Stimulates interest and encourages constables to make positive contributions. Confident and takes charge of situations when dealing with public. Provides empowerment for staff by delegating appropriate tasks.

Level 6

Actively seeks views of others, disseminates information, demonstrates personal commitment by allocation of her/his time and presence. Anticipates and overcomes the concerns of others in a persuasive manner. Demonstrates the ability to gain staff commitment and enthusiasm for achieving local policing plans.

Level 7

Confidently manages more varied and complex issues, producing positive ideas and direction for the Station. Is consistent in effectively achieving complex tasks, developing constables and building the team. When appropriate, demonstrates the leadership qualities and the composure to achieve a successful result in difficult circumstances or in the face of conflict.

7. MANAGING AND DEVELOPING STAFF - *Sergeant*

Level 1

Does not fully accept responsibility for staff or self-development. Tends to rely unduly on managerial guidance and is likely to set unrealistic personal policing priorities and team targets. Demonstrates limited ability to review own and others performance, for example, through SIs and can be hostile to constructive feedback.

Level 2

Is not aware of personal strengths and development needs against current and anticipated work requirements. Does not always identify staff development needs. Does not regularly review staff's policing priorities or retain SIs of their progress. Does not take responsibility for the staffs PDR reviewing progress, relying on the line manager.

Level 3

Occasionally takes responsibility for self and staff development. Sometimes sets attainable targets. Does not regularly review personal and staff performance or retain Supporting Information of progress. Does not always deal constructively with feedback. Recognises opportunities to enhance personal and staff skills in line with Force needs but does not always take them.

Level 4

Readily assists in the development of colleagues by sharing and demonstrating expertise. Regularly evaluates methods of work and staff effectiveness. As supervisor, actively gathers and records SIs for the core policing skills and competency levels demonstrated by staff. Carries out timely interim and final PDR reviews of police staff. Consistent and objective in the assessment of others. Gives recognition to good and poor work, initiating corrective action. Appropriately interprets MDP policy.

Level 5

Monitors and retains relevant performance MIR indicators. Shows the ability to correctly interpret and act upon information. Actively encourages personal monitoring and self-development. Discusses and agrees individual development plans and ensures that steps are taken to implement them in full. Maintains an overview of the core skills of staff. Agreed policing priorities are determined giving consideration to the achievement of OCU/local policing plans and key targets.

Level 6

Achieves effective relationships with staff when required. Assesses the need for core policing skills development in relation to agreed priorities and competency levels. Key targets set in line with local policing plans. Seeks to retain a balance of skills and abilities within specialist teams. Shows an awareness of team members' personal intentions and participates in the identification of individuals aptitudes and the development of their core skills. Supports training and development programmes.

Level 7

Accepts responsibility for personnel planning in the team. Shows a thorough

understanding of individuals' roles and responsibilities. Effectively utilises individuals' core policing skills and ensures Supporting Information is collated to use within the PDR system. Initiates structured development programmes and ensures evaluation. Plans and schedules annual leave commitment and workloads in line with anticipated demands. Helps in evaluating training and development programmes when completed. Contributes to the development and implementation of local policing plans.

8. OPERATIONAL PLANNING - *Sergeant*

Level 1

Fails to consult others about operational objectives. Displays an unstructured and muddled approach to operational planning. Plans produced use excessive amounts of resources.

Level 2

Leaves planning to the last minute thus creating a crisis management approach. Makes an attempt to communicate operational priorities/objectives but this may lack clarity.

Level 3

Makes some attempt to plan ahead and prioritise. On occasions communicates operational requirements and objectives. May have a tendency to take planning decisions which are inappropriate to the rank/role/level.

Level 4

Determines, prioritises and records operational requirements effectively. Considers resource availability and reviews progress against operational objectives. Does consult others and is willing to take advice.

Level 5

Anticipates/reappraises plans to meet changing circumstances as an operation unfolds. Makes good use of resources through appropriate deployment. Always allows time, where appropriate, for consultation to minimise costly mistakes.

Level 6

Able to consider issues from all angles. Willing to take appropriate advice from specialists and other informed resources. Considers resource availability, planning to optimum cost. Progress is measured against operational objectives.

Level 7

Demonstrates an outstanding ability to consider issues from the MDP's viewpoint. Plans involve an excellent use of available resources. Is willing to take on board and action feedback from debrief etc.

Inspector

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1. PROFESSIONAL & ETHICAL STANDARDS - *Inspector*

Level 1

Poor self-management and does not present a good role model for others in the organisation. Does not form a productive working relationship with colleagues. Fails to contribute to the achievement of the Force's objectives. May be hostile to colleagues' views for example, on gender and race and have a negative approach to team working. Is observed at times to be rude, impolite or unhelpful, uses rank inappropriately. May demonstrate a lack of self-restraint and an inability to control temper. Frequently uses exclusionary language. Does not use principles of HRA when exercising police powers and professional judgement.

Level 2

Punctuality and dress does not always meet the PPM standards required of an officer. On occasions may need to demonstrate more assertiveness when faced with demanding situations. Attempts to form productive working relationships. Makes small contributions to the MDP's objectives. Communicates with and provides an inconsistent standard of service to customers. Own behaviour conveys an inconsistent image of the Force to current and potential customers. Has minimal knowledge of race and gender issues. Occasionally uses exclusionary language and demonstrates discriminatory behaviour. Avoids using principles of HRA when exercising police powers and professional judgement.

Level 3

Just sets a standard of punctuality and dress just within PPM guidelines. Some attempt being made to maintain personal objectives required of the role. Forms productive working relationship with colleagues but only when team responsibilities are clearly defined. Makes contributions to the Station's objectives but these may lack depth of thought. Maintains a minimum standard of service to customers. Able to obtain basic information when dealing with defence community issues and victims of discrimination. Occasionally uses principles of HRA when exercising police powers and professional judgement.

Level 4

Sets a standard, which provides a role model that fully meets the PPM guidelines. Open minded and willing to learn from others experiences. Shares views and opinions and gives constructive advice when required. Considerate of other team members and provides constructive feedback to sergeants and constables on their performance. Accepts personal responsibility for providing a good standard of service to customers. Shows calmness and self-constraint in complex or conflicting situations. Sensitive in the use of language. Achieves consistent and effective work performance under pressure. Uses the principles of HRA when exercising police powers and professional judgement.

Level 5

Undertakes a varied and demanding workload delivering a quality performance as an individual or as a manager. Copes well with setbacks and maintains a positive

disposition in pressurised situations. Demonstrates an awareness of the capabilities of members of the team and of the personal contributions made by each member. Actively gains views and opinions from individuals and recognises opportunities where teamwork will more effectively achieve the desired outcome. Sensitive to the needs of the defence community. Good awareness of local issues. Influences groups and external organisations over a range of issues. Actively uses the principles of HRA when exercising police powers and professional judgement.

Level 6

Actively promotes and delivers successful options to substantial operational or business issues. Initiates action intended to improve working practices and environment, which sustain or increases MDP's professional reputation. Effectively delegates work making good use of colleagues' abilities and skills. Regularly monitors ways of improving quality of service given to customers/junior officers. Implements or suggests corrective action where it is necessary. Effectively resolves complaints and grievances to satisfy the needs of both the complainant and the Force. Effectively deals with diversity issues. Proactively uses the principles of HRA when exercising police powers and professional judgement.

Level 7

Able to cope with multiple issues. Capable of changing pace and direction of work to accommodate and deal with unforeseen events without losing sight of longer term objectives. Actively promotes an efficient and supportive working environment. Achieves Force's objectives and Key Targets whilst generating enthusiasm and ownership. Initiates and develops working relationships with key defence service leaders to resolve issues of local importance. Highly aware and proactive in addressing issues relating to diversity. Embraces the principles of HRA and proactively uses them when exercising police powers and professional judgement.

2. COMMUNICATION – *Inspector*

Level 1

Does not always speak clearly. Little use made of questioning techniques to support communication. Is uncomfortable when communicating at meetings, briefings and with the public. Does not pitch delivery at the correct level. Further clarification needed of information gained. Written communications are over complicated, not reader friendly and omit salient points.

Level 2

Speaks clearly some of the time. Needs to develop the use of effective questioning and listening techniques. Is capable of putting forward reasonable arguments but these may lack depth. Approachability comes second to discipline, causing some mistrust. Written communications are generally legible and concise but not always easy to comprehend.

Level 3

Generally has the ability to communicate clearly and concisely. Sometimes demonstrates the political sensitivity required to project a positive image of the MDP. Sometimes demonstrates listening skills. Tends to support opinion without first seeking evidence. Demonstrates an occasional inability to influence others, both individually and in the more formal environment when chairing meetings. Sometimes able to produce quality reports.

Level 4

Speaks with authority in a clear, calm voice. Recognises the need of the listener, pitches delivery accordingly and easily establishes dialogue. Friendly and approachable whilst maintaining discipline and respect. Explicit and frank when appropriate but able to be diplomatic in sensitive situations. Has the ability to inspire confidence and enthusiasm. Consistently submits good quality, well presented comprehensive written documents. Structures text in a logical manner, enabling the reader to easily comprehend its meaning, for example, within reports, memos and letters.

Level 5

Is able to establish and promote discussion on the intention behind a speaker's immediate message. Effectively controls meetings and briefings and is able to influence the direction of discussion and the decision making process. Effective presentation of reports, making good use of figures and groups to support text where appropriate. Effectively summarises salient points. Constructs original correspondence to a high standard.

Level 6

Confident and effective when expressing complex issues or ideas to groups at all levels within the MDP. Effectively represents and promotes the views of the Department/Station at normal meetings inside and outside the organisation. Demonstrates the ability to identify and utilise effective written presentation

(Ver 1.4)

techniques in order to submit reports of a complex nature. Makes written recommendations on working practices and policy. Undertakes research and consultation work as appropriate.

Level 7

Speaks with impact. Utilises pace, tone, bearing and choice of words to assert views. This is done in formal or informal settings both inside and outside the Force. Effectively directs operational briefings. Demonstrates an excellent command of written skills. Produces reports, which incorporate comprehensive examination of all relevant issues. Significantly contributes to implementing of operational policy.

3. SELF MOTIVATION – *Inspector*

Level 1

Requires constant monitoring by senior managers to ensure duties are carried out to the required standard. Demonstrates little interest in the job or commitment to the MDP. Shows reluctance to accept or encourage change. Fails to read the relevant information to keep abreast of current activity in the MDP. Reluctant to take responsibility of her/his own PDR policing priorities.

Level 2

Will only delegate or carry out work as required by senior managers. Will not encourage officers to generate their own work. Shows some interest in the job and some commitment to the MDP. Reluctant to demonstrate commitment to or ownership of her/his own or staff development, for example, through the PDR process. Will not readily seek feedback on performance.

Level 3

May have a tendency to give up when faced with setbacks. Does not always keep her/his professional knowledge up to date resulting in constant referrals to senior management when questioned by sergeants and constables. Some commitment shown to the job and the MDP. This may sometimes appear apathetic. May on occasion jump to conclusions without knowing all the facts. Will encourage others to generate their own work when prompted.

Level 4

Can be relied upon to ensure tasks are completed on time. May benefit from a more structured approach when dealing with and delegating tasks that are out of the ordinary. Keeps abreast of current activity within the MDP by reading circulated material/Force Orders and disseminating it to sergeants and constables. Generates their own work and encourages others to do likewise.

Level 5

Keen, enthusiastic and committed creating a positive atmosphere to staff. Ensures staff are proactive in producing self-generated work. Expresses an interest in subjects beyond the current role. Receptive to change. Actively keeps abreast of current legislation and regulations relating to the MDP and external environment ensuring that staff are regularly updated.

Level 6

Regularly seeks opportunity to enhance personal and core policing skills, and accepts responsibility for self-development and the development of staff. Enthusiasm has a positive effect on the rest of the team. Displays good time management skills. Is flexible and adapts well to change. Shows good commitment to tasks and objectives. Difficulties are overcome with perseverance.

Level 7

Maintains very high standards, and actively achieves own agreed policing priorities.

(Ver 1.4)

Embraces change, recognising and seizing opportunities, encouraging others to do so. Connects information and ideas to aims and objectives. Shows a well-developed sense of timing, seizing the initiative when appropriate to achieve the best results. Challenges established methods to improve performance.

4. DECISION MAKING – *Inspector*

Level 1

Often fails to take the appropriate course of action or fails to select the most appropriate for the circumstances. Bases routine decisions on precedence or procedure. Seeks guidance of peers and junior officers when dealing with more complex issues. Fails to check information for accuracy.

Level 2

Does not assess situations when drawing logical conclusions from information available. Can use poor judgement to identify what is considered the best option. Rarely takes the appropriate action to enable the task to be completed within agreed timescales. Fails to remain calm under pressure.

Level 3

Sometimes assesses the situation and considers the effect her/his decision may have on it. Is consistent in approach except whilst under pressure. Attempts to remain impartial when considering alternatives. During problem solving, sometimes identifies important issues and will undertake some research to arrive at a logical conclusion. Does not always utilise previous experience.

Level 4

Displays foresight and makes realistic decisions having considered the strengths and weaknesses of available options and the possible long-term consequences of the solution. Willing to listen to the contributions of others but prepared to take the final decision assuming full responsibility for that decision. Is consistent in approach even whilst under pressure.

Level 5

Defines and declares key criteria. Gives due consideration to competing priorities and available resources. Demonstrates an understanding of resource and performance management issues. Thinks through issues and shows, through personal working practices, a concern for quality and value for money. Identifies and implements better working practices and procedures.

Level 6

Has the ability to translate ideas into viable well-researched proposals. Influences and implements change effectively, creating continuous improvement. Makes complex decisions in operational situations with good results. Takes responsibility for the decisions of others working under their direction. Regularly reviews progress and amends decisions to take account of change.

Level 7

Comfortable making decisions which commit resources to a particular course of action. Considers short and long term implications, and where appropriate, consults widely. Recognises and gives appropriate consideration to risks involved. Provides direction and retains focus in defining desired outcomes, by making explicit reference

(Ver 1.4)

to corporate and local policing plans.

5. CREATIVITY AND INNOVATION – *Inspector*

Level 1

Reluctant to change working practices. Excessive reliance on routine precedent, procedure and resources. Uses own initiative to resolve issues at basic level, referring more complex issues to others. Shows an unwillingness to adapt and implement new working practices. Resists change and may display a rigid outlook.

Level 2

Occasionally demonstrates initiative but not always able to see alternatives to set procedures. Sometimes displays a lack of judgement and sound awareness. Lacks an open-minded approach. The influence on police staff and situations is not always positive. Ineffective use of resources results in issues and incidents remaining unsolved.

Level 3

Sometimes looks for improvement in procedures and makes the appropriate recommendations. On occasion recognises and transfers practical ideas seen elsewhere, resulting in local improvements. Tends to support the implementation of new working practices. Makes an effort to seek solutions to problems. Attempts to produce plans for the implementation of new ideas.

Level 4

Identifies activities requiring updating. Generates original ideas, and develops working solutions for implementation, to enable peers and junior police staff members to share and build upon ideas, which advance specific issues, and improve the quality of service provided. Initiates the exploration of alternatives.

Level 5

Demonstrates the ability to address problems from various perspectives, producing successful initiatives, which depart from conventional and traditional thinking. Shows innovation and lateral thinking in response to problems. Identifies opportunities for using technology to improve performance and understand the managing of information.

Level 6

Demonstrates a detailed knowledge and understanding of the principles of performance management. Displays foresight in respect of the exploitation of information and intelligence systems, which use technical solutions to enhance performance. Is able to adapt ideas from other organisations, expand them and make them workable within the MDP.

Level 7

Applies lateral thinking to develop radical ideas and approaches, which make a marked contribution to policing. Produces successful initiatives, which depart from conventional and traditional thinking. Promotes a team culture, which recognises and values new ideas and outstanding achievements. Able to think conceptually in dealing

(Ver 1.4)

with complex issues to arrive at conclusions and solutions. Is able to translate personal vision into best practice.

6. LEADERSHIP – *Inspector*

Level 1

Presentation of views are quite often confrontational and lacking logical support. May not give clear messages to others. Is therefore likely to fail to reach agreement to pursue a set course of action or to resolve issues. Tends to give advice based on personal values. Reluctant to seek the views of others before taking a course of action. Finds it difficult to gain support of peers and junior police staff members to achieve given tasks.

Level 2

Not generally enthusiastic or committed. Does not seek views of others. Reluctant to disseminate information, set team objectives or demonstrates personal commitment by allocation of her/his time and presence. May occasionally reach agreement to pursue a course of action, which commits an appropriate level of resources and achieves the desired result. Tends to lack a little confidence when dealing with situations and incidents. Sometimes takes a negative approach to leadership issues.

Level 3

Sometimes adopts a positive style, issuing directions, challenging poor work and inappropriate conduct, recognising and acknowledging good work. Attempts to motivate staff and stimulate interest. Invites and considers views of others but could do this on a more regular basis. Occasionally sets team objectives and demonstrates personal commitment by allocation of her/his time and presence.

Level 4

Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys commitment and conviction in proposing direction at all levels. Demonstrates a breadth and clarity of perception based on a detailed understanding of the implications of current issues. Anticipates and overcomes the concerns of others in a persuasive manner.

Level 5

Confidently manages more varied and complex issues, producing positive ideas and direction for the Station. When appropriate, demonstrates the leadership qualities and the composure to achieve a successful result in difficult circumstances or in the face of conflict. Confident and takes charge of situations when dealing with staff or the public at incidents or gatherings.

Level 6

Demonstrates the ability to define and reinforce a consistent line in complex and protracted negotiations both inside and outside the Force. Consults key people in advance and prepares a case, which takes into account their concerns and needs. Significantly impacts on the development of policy and procedure. Able to successfully cascade Station's objectives to sergeants and constables.

Level 7

Demonstrates the ability to gain staff commitment and enthusiasm for achieving OCU/ Department/Station policing plans, and actively oversees the outcome of the annual Performance and Development Review for staff. Able to take command and take control of complex issues in a positive decisive manner. Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys astuteness and persuasion in proposing essential direction at all levels. Demonstrates a breadth and clarity of understanding based on detailed knowledge of the implications of current and future issues.

7. MANAGING AND DEVELOPING STAFF – *Inspector*

Level 1

Is unaware of personal strengths and development needs against current and anticipated work requirements. Displays reluctance to agree personal self-developmental objectives with the line manager. Does not take responsibility for reviewing progress, relying on the line manager.

Level 2

Does not accept responsibility for self-development. Sometimes sets attainable personal policing priorities. Does not regularly review staff's policing priorities or retain SIs of their progress. Does not always deal constructively with feedback. May recognise opportunities to enhance personal and core policing skills in line with MDP's needs but does not always take them.

Level 3

Occasionally, provides professional and emotional reassurance and support. Makes attempt to encourage, recognise and praise good work and ideas. Sometimes is able to explain the benefits and consequences of achieving (or failing to achieve) all agreed policing priorities. Tries to contribute to planning of future events. On occasions discusses individual strengths and weaknesses openly and provides constructive feedback.

Level 4

Readily assists in the development of colleagues by sharing specialist or demonstrating expertise. Regularly evaluates methods of work and staff effectiveness. As line manager, actively gathers and records SIs of the competency levels of the core policing skills demonstrated by persons for whom they have specific responsibility. Consistent and objective in the assessment of others. Gives recognition to good and poor work, initiating corrective action. Plans and schedules, commitment and workloads in line with anticipated demands. Appropriately interprets MDP policy.

Level 5

Monitors and retains relevant performance indicators. Shows the ability to correctly interpret and act upon information. Actively encourages personal monitoring and self-development. Discusses and agrees individual's policing priorities and development plans and ensures that steps are taken to implement them in full. Maintains an overview of the skills of staff. Policing priorities are determined giving consideration to the achievement of corporate and local policing plan.

Level 6

Achieves effective relationships with staff when required. Assesses the need for core policing skills development in relation to priorities, competency levels and targets set in line with local policing plans. Seeks to retain a balance of skills and abilities within specialist teams. Shows an awareness of team members' personal intentions and participates in the identification of individuals aptitudes and the development of their skills. Evaluates training and development.

Level 7

Carries responsibility for personnel planning in the team. Shows a thorough understanding of individuals' roles and responsibilities. Effectively utilises individuals' skills and proactively maintains an overview of the PDR system. Plans and/or commissions structured development programmes and ensures evaluation. Promotes a learning and achievement culture. Contributes significantly to the development and implementation of local policy.

8. OPERATIONAL PLANNING – *Inspector*

Level 1

Fails to consult others about operational objectives. Displays an unstructured and muddled approach to operational planning. Of those plans produced they use excessive amounts of resources.

Level 2

Leaves planning to the last minute thus creating a crisis management approach. Makes an attempt to communicate operational priorities/objectives but this may lack clarity.

Level 3

Makes some attempt to plan ahead and prioritise. On occasions communicates operational requirements and objectives. May have a tendency to take planning decisions which are inappropriate to the rank/role/level.

Level 4

Determines, prioritises and records operational requirements effectively. Considers resource availability and reviews progress against operational objectives. Does consult others and willing to take advice.

Level 5

Anticipates/re-appraises plans to meet changing circumstances as an operation unfolds. Makes good use of resources through appropriate deployment. Always allows time where appropriate for consultation to minimise costly mistakes.

Level 6

Able to consider issues from all angles. Willing to take appropriate advice from specialists and other informed resources. Considers resource availability, planning to optimum cost. Progress is measured against operational objectives.

Level 7

Demonstrates an outstanding ability to consider issues from a Force viewpoint. Displays an ability to take account of every eventuality when planning operations. Plans involve an excellent use of available resources. Is willing to take on board and action feedback from debrief etc.

9. STRATEGIC PLANNING – *Inspector*

Level 1

Focus is exclusively on short-term gains. Is not successful in actioning strategy. Displays a poor understanding of the broader policing issues. Lacks understanding and foresight.

Level 2

Prioritises inappropriately in view of corporate and local policing plans. Is not consistent in actioning strategy. Conducts illogical appraisals of available options. Short-term gains are not always balanced against longer-term objectives.

Level 3

Displays some perception and foresight about the future. Plans sometime lack information on political/defence community issues. Does not always understand how broader policing environment affects strategy. On some occasions is capable of planning for different scenarios.

Level 4

Understands how major issues affect the future of the service. Prioritises appropriately in the light of corporate and local policing plans. Is able to turn strategy into action with plans covering costs, staffing and resource requirements.

Level 5

Is able to balance effectively, short-term gains against longer-term objectives. Always plans using information on political/defence community issues. Distributes and publicises strategic plans.

Level 6

Consistently shows intuition and foresight about the future. Is able to generate different opinions, identifying strengths, weaknesses, opportunities and threats. Consistently plans for different scenarios, thinking of key probing questions.

Level 7

Shows exceptional vision and foresight about the future of the service. Consistently turns high-level strategy into action with plans covering all aspects of costs, staffing and resource requirements.

Chief Inspector

1. PROFESSIONAL & ETHICAL STANDARDS - Chief Inspector

Level 1

Poor self-management and does not present a good role model for others in the organisation. Does not form a productive working relationship with colleagues. Fails to contribute to the achievement of the Force's objectives. May be hostile to colleagues' views for example, on gender and race and have a negative approach to team working. Is observed at times to be rude, impolite or unhelpful, uses rank inappropriately. May demonstrate a lack of self-restraint and an inability to control temper. Frequently uses exclusionary language. Does not use principles of HRA when exercising police powers and professional judgement.

Level 2

Punctuality and dress does not always meet the required PPM standard of a senior officer. On occasions may need to demonstrate more assertiveness when faced with demanding situations. Attempts to form productive working relationships. Makes small contributions to organisational objectives. Communicates with and provides an inconsistent standard of service to customers. Own behaviour conveys an inconsistent image of the Force to current and potential customers. Has minimal knowledge of race and gender issues. Occasionally uses exclusionary language and demonstrates discriminatory behaviour. Avoids using principles of HRA when exercising police powers and professional judgement.

Level 3

Just sets a standard of punctuality and dress just within PPM guidelines. Some attempt being made to maintain personal objectives required of the role. Forms productive working relationship with colleagues but only when team responsibilities are clearly defined. Does make contributions to the Department/Station's objectives but these may lack depth of thought. Maintains a satisfactory standard of service to customers. Able to obtain basic information when dealing with defence community issues and victims of discrimination. Occasionally uses principles of HRA when exercising police powers and professional judgement.

Level 4

Sets a standard, which provides a role model that fully meets the PPM guidelines. Open minded and willing to learn from others experiences. Shares views and opinions and gives constructive advice when required. Considerate of other team members and provides constructive feedback to inspectors, sergeants and constables on their performance. Accepts personal responsibility for providing a good standard of service to customers. Shows calmness and self-constraint in complex or conflicting situations. Sensitive in the use of language. Achieves consistent and effective work performance under pressure. Uses the principles of HRA when exercising police powers and professional judgement.

Level 5

Undertakes a varied and demanding workload delivering a high quality performance

as an individual or as a team manager. Copes well with setbacks and maintains a positive disposition in pressurised situations. Demonstrates an awareness of the capabilities of members of the Department/Station's team and of the personal contributions made by each member. Actively gains views and opinions from individuals and recognises opportunities where teamwork will more effectively achieve the desired outcome. Sensitive to the needs of the defence community. Good awareness of local issues. Influences groups and external organisations over a range of issues. Actively uses the principles of HRA when exercising police powers and professional judgement.

Level 6

Actively promotes and delivers successful options to substantial operational or business issues. Initiates action intended to improve working practices and environment, which sustain or increases MDP's professional reputation. Effectively delegates work making good use of colleagues' abilities and skills. Regularly monitors ways of improving quality of service given to customers/junior officers. Implements or suggests corrective action where it is necessary. Effectively resolves complaints and grievances to satisfy the needs of both the complainant and the Force. Effectively deals with diversity issues. Proactively uses the principles of HRA when exercising police powers and professional judgement.

Level 7

Able to cope with multiple and complex issues. Capable of changing pace and direction of work to accommodate and deal with unforeseen events without losing sight of longer term objectives. Actively promotes an efficient and supportive working environment. Achieves Force's objectives and Key Targets whilst generating enthusiasm and ownership. Initiates and develops working relationships with key defence service and community leaders to resolve issues of local importance. Highly aware and proactive in addressing issues relating to diversity. Politically astute, demonstrates insight with regards to key people and processes. Embraces the principles of HRA and proactively uses them when exercising police powers and professional judgement.

2. COMMUNICATION – *Chief Inspector*

Level 1

Does not always speak clearly. Little use made of questioning and probing techniques to support communication. Is uncomfortable when communicating at meetings, briefings and with the public. Does not pitch delivery at the correct level. Further clarification needed of information gained. Written communications are over complicated, not reader friendly and omit salient points.

Level 2

Speaks clearly some of the time. Needs to develop the use of effective questioning and listening techniques. Is capable of putting forward reasonable arguments but these may lack depth. Approachability comes second to discipline, causing some mistrust. Written communications are generally legible and concise but not always easy to comprehend.

Level 3

Generally has the ability to communicate clearly and concisely. Sometimes demonstrates the political sensitivity and liaison skills to project a positive image of the MDP. Occasionally demonstrates effective listening skills. Tends to support opinion that is not based on evidence. Demonstrates an occasional inability to influence others, both individually and in the more formal environment when chairing meetings. Sometimes able to produce quality reports.

Level 4

Speaks with authority in a clear, calm voice. Recognises the need of the listener, pitches delivery accordingly and easily establishes dialogue. Friendly and approachable whilst maintaining discipline and respect. Explicit and frank when appropriate but able to be diplomatic in sensitive situations. Has the ability to inspire confidence and enthusiasm. Consistently submits high quality, well presented comprehensive written documents. Structures text in a logical manner, enabling the reader to easily comprehend its meaning, for example, within reports, memos and letters.

Level 5

Is able to establish and promote discussion on the intention behind a speaker's immediate message. Effectively controls meetings and briefings and is able to influence the direction of discussion and the decision making process. Effective presentation of reports, making good use of figures and groups to support text where appropriate. Effectively summarises salient points. Constructs original correspondence to a high standard.

Level 6

Confident and effective when expressing complex issues or ideas to groups at all levels within the MDP. Effectively represents and promotes the views of the Department/Station at normal meetings inside and outside the organisation. Demonstrates the ability to identify and utilise effective written presentation

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techniques in order to submit reports of a complex nature. Makes written recommendations on working practices and policy. Undertakes research and consultation work as appropriate.

Level 7

Speaks with impact. Utilises pace, tone, bearing and choice of words to assert views. This is done in formal or informal settings both inside and outside the Force. Effectively directs operational briefings. Demonstrates an excellent command of written skills. Produces reports, which incorporate comprehensive examination of all relevant issues. Significantly contributes to shaping and implementing of operational policy.

3. SELF MOTIVATION – *Chief Inspector*

Level 1

Requires constant monitoring by senior managers to ensure duties are carried out to the required standard. Demonstrates little interest in the job or commitment to the MDP. Shows reluctance to accept or encourage change. Fails to read the relevant information to keep abreast of current activity in the MDP. Reluctant to take responsibility of her/his own PDR policing priorities.

Level 2

Will only delegate or carry out work as required by senior managers. Will not encourage officers to generate their own work. Shows some interest in the job and some commitment to the MDP. Reluctant to demonstrate commitment to or ownership of her/his own or staff development, for example, through the PDR process. Will not readily seek feedback on performance.

Level 3

May have a tendency to give up when faced with setbacks. Does not always keep her/his professional knowledge up to date resulting in constant referrals to senior management when questioned by inspectors, sergeants and constables. Some commitment shown to the job and the MDP. This may sometimes appear apathetic. May on occasion jump to conclusions without knowing all the facts. Will encourage others to generate their own work when prompted.

Level 4

Can be relied upon to ensure tasks are completed on time. May benefit from a more structured approach when dealing with and delegating tasks that are out of the ordinary. Keeps abreast of current activity within the MDP by reading circulated material/Force Orders and disseminating it to inspectors, sergeants and constables. Generates their own work and encourages others to do likewise.

Level 5

Keen, enthusiastic and committed creating a positive atmosphere to staff. Ensures staff are proactive in producing self-generated work. Expresses an interest in subjects beyond the current role. Receptive to change. Actively keeps abreast of current legislation and regulations relating to the MDP and external environment ensuring that staff are regularly updated.

Level 6

Regularly seeks opportunity to enhance personal and core policing skills, and accepts responsibility for self-development and the development of staff. Enthusiasm has a positive effect on the rest of the team. Displays good time management skills. Is flexible and adapts well to change. Shows good commitment to tasks and objectives. Difficulties are overcome with perseverance.

Level 7

Maintains very high standards, and proactively achieves own agreed policing

(Ver 1.4)

priorities. Embraces change, recognising and seizing opportunities, encouraging others to do so. Connects information and ideas to aims and objectives. Shows a well-developed sense of timing, seizing the initiative when appropriate to achieve the best results. Challenges established methods to improve performance.

4. DECISION MAKING – *Chief Inspector*

Level 1

Often fails to take the appropriate course of action or fails to select the most appropriate for the circumstances. Bases routine decisions on precedence or procedure. Seeks guidance of peers and junior officers when dealing with more complex issues. Fails to check information for accuracy.

Level 2

Does not assess situations when drawing logical conclusions from information available. Can use poor judgement to identify what is considered the best option. Rarely takes the appropriate action to enable the task to be completed within agreed timescales. Fails to remain calm under pressure.

Level 3

Sometimes assesses the situation and considers the effect her/his decision may have on it. Is consistent in approach except whilst under pressure. Attempts to remain impartial when considering alternatives. During problem solving, sometimes identifies important issues and will undertake some research to arrive at a logical conclusion. Does not always utilise previous experience.

Level 4

Displays foresight and makes realistic decisions having considered the strengths and weaknesses of available options and the possible long-term consequences of the solution. Willing to listen to the contributions of others but prepared to take the final decision assuming full responsibility for that decision. Is consistent in approach even whilst under pressure.

Level 5

Defines and declares key criteria. Gives due consideration to competing priorities and available resources. Demonstrates an in depth understanding of resource and performance management issues. Thinks through issues and shows, through personal working practices, a concern for quality and value for money. Identifies and implements better working practices and procedures.

Level 6

Has the ability to translate ideas into viable well-researched proposals. Influences and implements change effectively, creating continuous improvement. Makes complex decisions in operational situations with best results. Takes responsibility for the decisions of others working under their direction. Regularly reviews progress and amends decisions to take account of change.

Level 7

Comfortable making decisions which commit resources to a particular course of action. Considers short and long term implications, and where appropriate, consults widely. Recognises and gives appropriate consideration to risks involved. Provides direction and retains focus in defining desired outcomes, by making explicit reference

(Ver 1.4)

to corporate and local policing plans.

5. CREATIVITY AND INNOVATION – *Chief Inspector*

Level 1

Reluctant to change working practices. Excessive reliance on routine precedent, procedure and resources. Uses own initiative to resolve issues at basic level, referring more complex issues to superintendents. Shows an unwillingness to adapt and implement new working practices. Resists change and may display a rigid outlook.

Level 2

Occasionally demonstrates initiative but not always able to see alternatives to set procedures. Sometimes displays a lack of judgement and sound awareness. Lacks an open-minded approach. The influence on police staff and situations is not always positive. Ineffective use of resources results in issues and incidents remaining unsolved.

Level 3

Sometimes looks for improvement in procedures and makes the appropriate recommendations. On occasion recognises and transfers practical ideas seen elsewhere, resulting in local improvements. Tends to support the implementation of new working practices. Makes an effort to seek solutions to problems. Attempts to produce plans for the implementation of new ideas.

Level 4

Identifies activities requiring updating. Generates original ideas, and develops working solutions for implementation, to enable peers and junior police staff members to share and build upon ideas which advance specific issues and improve the quality of service provided. Initiates the exploration of alternatives.

Level 5

Demonstrates the ability to address problems from various perspectives, producing successful initiatives, which depart from conventional and traditional thinking. Shows innovation and lateral thinking in response to problems. Identifies opportunities for using technology to improve performance and understand the managing of information.

Level 6

Demonstrates a detailed knowledge and a thorough understanding of the principles of performance management. Displays foresight in respect of the exploitation of information and intelligence systems, which use technical solutions to enhance performance. Is able to adapt ideas from other organisations, expand them and make them workable within the MDP.

Level 7

Applies lateral thinking to develop radical ideas and approaches, which make a marked contribution to policing. Produces successful initiatives, which depart from conventional and traditional thinking. Promotes a team culture, which recognises and values new ideas and outstanding achievements. Able to think conceptually in

(Ver 1.4)

dealing with complex issues to arrive at conclusions and solutions. Is able to translate personal vision into best practice.

6. LEADERSHIP – *Chief Inspector*

Level 1

Presentation of views are quite often confrontational and lacking logical support. May not give clear messages to others. Is therefore likely to fail to reach agreement to pursue a set course of action or to resolve issues. Tends to give advice based on personal values. Reluctant to seek the views of others before taking a course of action. Finds it difficult to gain support of peers and junior police staff members to achieve given tasks.

Level 2

Not generally enthusiastic or committed. Does not seek views of others. Reluctant to disseminate information, set team objectives or demonstrate personal commitment by allocation of her/his time and presence. May occasionally reach agreement to pursue a course of action, which commits an appropriate level of resources and achieves the desired result. Tends to lack a little confidence when dealing with situations and incidents. Sometimes takes a negative approach to leadership issues.

Level 3

Sometimes adopts a positive style, issuing directions, challenging poor work and inappropriate conduct, recognising and acknowledging good work. Attempts to motivate staff and stimulate interest. Invites and considers views of others but could do this on a more regular basis. Occasionally sets team objectives and demonstrates personal commitment by allocation of her/his time and presence.

Level 4

Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys commitment and conviction in proposing direction at all levels. Demonstrates a breadth and clarity of perception based on a detailed understanding of the implications of current issues. Anticipates and overcomes the concerns of others in a persuasive manner.

Level 5

Confidently manages more varied and complex issues, producing positive ideas and direction for the OCU/Department/Station. When appropriate, demonstrates the leadership qualities and the composure to achieve a successful result in difficult circumstances or in the face of conflict. Confident and takes charge of situations when dealing with staff or the public at incidents or gatherings.

Level 6

Demonstrates the ability to define and reinforce a consistent line in complex and protracted negotiations both inside and outside the Force. Consults key people in advance and prepares a case, which takes into account their concerns and needs. Significantly impacts on the development of policy and procedure. Able to successfully cascade OCU/Department/Station objectives to inspectors and sergeants.

Level 7

Demonstrates the ability to gain staff commitment and enthusiasm for achieving OCU/ Department/Station policing plans, and actively oversees the outcome of the annual Performance and Development Review for staff. Able to take command and take control of complex issues in a positive decisive manner. Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys astuteness and persuasion in proposing essential direction at all levels. Demonstrates a breadth and clarity of understanding based on detailed knowledge of the implications of current and future issues.

7. MANAGING AND DEVELOPING STAFF – *Chief Inspector*

Level 1

Is unaware of personal strengths and development needs against current and anticipated work requirements. Displays reluctance to agree personal self-developmental objectives with the line manager. Does not take responsibility for reviewing progress, relying on line manager.

Level 2

Does not accept responsibility for self-development. Sometimes sets attainable personal policing priorities. Does not regularly review staff's policing priorities or retain SIs of their progress. Does not always deal constructively with feedback. May recognise opportunities to enhance personal and core policing skills in line with MDP's needs but does not always take them.

Level 3

Occasionally, provides professional and emotional reassurance and support. Makes an attempt to encourage, recognise and praise good work and ideas. Sometimes is able to explain the benefits and consequences of achieving (or failing to achieve) all agreed policing priorities. Tries to contribute to planning of future events. On occasions discusses individual strengths and weaknesses openly and provides constructive feedback.

Level 4

Readily assists in the development of colleagues by sharing specialist or demonstrating expertise. Regularly evaluates methods of work and staff effectiveness. As line manager, actively gathers and records SIs of the competency levels of the core policing skills demonstrated by persons for whom they have specific responsibility. Consistent and objective in the assessment of others. Gives recognition to good and poor work, initiating corrective action. Plans and schedules, commitment and workloads in line with anticipated demands. Appropriately interprets MDP policy.

Level 5

Monitors and retains relevant performance indicators. Shows the ability to correctly interpret and act upon information. Actively encourages personal monitoring and self-development. Discusses and agrees individual's policing priorities and development plans and ensures that steps are taken to implement them in full. Maintains an overview of the skills of staff. Policing priorities are determined giving consideration to the achievement of corporate and local policing plans.

Level 6

Achieves effective relationships with staff when required. Assesses the need for core policing skills development in relation to priorities, competency levels and targets set in line with local policing plans. Seeks to retain a balance of skills and abilities within specialist teams. Shows an awareness of team members' personal intentions and participates in the identification of individuals aptitudes and the development of their

skills. Evaluates training and development.

Level 7

Carries responsibility for personnel planning in the team. Shows a thorough understanding of individuals' roles and responsibilities. Effectively utilises individuals' skills and proactively maintains an overview of the PDR system. Plans and/or commissions structured development programmes and ensures evaluation. Promotes a learning and achievement culture. Contributes significantly to the development and implementation of local policy.

8. OPERATIONAL PLANNING – *Chief Inspector*

Level 1

Fails to consult others about operational objectives. Displays an unstructured and muddled approach to operational planning. Plans produced use excessive amounts of resources.

Level 2

Leaves planning to the last minute thus creating a crisis management approach. Makes an attempt to communicate operational priorities/objectives but this may lack clarity.

Level 3

Makes some attempt to plan ahead and prioritise. On occasions communicates operational requirements and objectives. May have a tendency to take planning decisions which are inappropriate to the rank/role/level. Has some understanding of the need and importance of monitoring of MIR.

Level 4

Determines, prioritises and records operational requirements effectively. Considers resource availability and reviews progress against operational objectives. Does consult others and willing to take advice. Monitors and manages operational performances through MIR.

Level 5

Anticipates/re-appraises plans to meet changing circumstances as an operation unfolds. Makes good use of resources through appropriate deployment. Always allows time where appropriate for consultation to minimise costly mistakes. Enhances Department/Station's performance through positive impact on MIR indicators.

Level 6

Able to consider issues from all angles. Willing to take appropriate advice from specialists and other informed resources. Considers resource availability, planning to optimum cost. Progress is measured against operational objectives. Proactively seeks to continuously enhance Department/Station's performance through effective management of MIR indicators.

Level 7

Demonstrates an outstanding ability to consider issues from a Force viewpoint. Displays an ability to take account of every eventuality when planning operations. Plans involve an excellent use of available resources. Is willing to take on board and action feedback from debrief etc. Uses principle of Best Value to enhance Department/Station's MIR indicators.

9. STRATEGIC PLANNING – *Chief Inspector*

Level 1

Focus is exclusively on short-term gains. Is not successful in actioning strategy. Displays a poor understanding of the broader policing issues. Lacks understanding and foresight.

Level 2

Prioritises inappropriately in view of corporate and local policing plans. Is not consistent in actioning strategy. Conducts illogical appraisals of available options. Short-term gains are not always balanced against longer-term objectives.

Level 3

Displays some perception and foresight about the future. Plans sometime lack information on political/defence community issues. Does not always understand how broader policing environment affects strategy. On some occasions is capable of planning for different scenarios.

Level 4

Understands how major issues affect the future of the service. Prioritises appropriately in the light of corporate and local policing plans. Is able to turn strategy into action with plans covering costs, staffing and resource requirements.

Level 5

Is able to balance effectively, short-term gains against longer-term objectives. Always plans using information on political/defence community issues. Distributes and publicises strategic plans.

Level 6

Consistently shows intuition and foresight about the future. Is able to generate different opinions, identifying strengths, weaknesses, opportunities and threats. Consistently plans for different scenarios, thinking of key probing questions.

Level 7

Shows exceptional vision and foresight about the future of the service. Consistently turns high-level strategy into action with plans covering all aspects of costs, staffing and resource requirements.

Superintendent/Ch Supt

1. PROFESSIONAL & ETHICAL STANDARDS - *Superintendent/Ch Supt*

Level 1

Poor self-management and does not present a good role model for others in the Force. Does not form a productive working relationship with colleagues. Fails to contribute to the achievement of the Agency's objectives. May be hostile to colleagues' views for example, on gender and race and have a negative approach to team working. Is observed at times to be rude, impolite or unhelpful, uses rank inappropriately. May demonstrate a lack of self-restraint and an inability to control temper. Does not use principles of HRA when exercising police powers and professional judgement.

Level 2

Punctuality and dress does not always meet the PPM standards required of a senior officer. On occasions may need to demonstrate more assertiveness when faced with demanding situations. Attempts to form productive working relationships. Makes small contributions to Agency's objectives. Communicates with and provides an inconsistent standard of service to customers. Own behaviour conveys an inconsistent image of the Force to current and potential customers. Has minimal knowledge of race and gender issues. Occasionally uses exclusionary language and demonstrates discriminatory behaviour. Avoids using principles of HRA when exercising police powers and professional judgement.

Level 3

Just sets a standard of punctuality and dress just within PPM guidelines. Some attempt being made to maintain personal objectives required of the role. Forms productive working relationship with colleagues but only when team responsibilities are clearly defined. Does make contributions to the OCU/Department/Station's objectives but these may lack depth of thought. Maintains a satisfactory standard of service to customers. Able to obtain basic information when dealing with community issues and victims of discrimination. Occasionally uses principles of HRA when exercising police powers and professional judgement.

Level 4

Sets a standard, which provides a role model that fully meets the PPM guidelines. Open minded and willing to learn from others experiences. Shares views and opinions and gives constructive advice when required. Considerate of other team members and provides constructive feedback on performance. Accepts personal responsibility for providing a good standard of service to customers. Shows calmness and self-constraint in complex or conflicting situations. Sensitive in the use of language. Achieves consistent and effective work performance under pressure. Uses the principles of HRA when exercising police powers and professional judgement.

Level 5

Undertakes a varied and demanding workload delivering a high quality performance as an individual or as a leader. Copes well with setbacks and maintains a positive disposition in pressurised situations. Demonstrates an awareness of the capabilities of members of the OCU/Department and of the personal contributions made by each

member. Actively gains views and opinions from individuals and recognises opportunities where teamwork will more effectively achieve the desired outcome. Sensitive to the needs of the defence community. Good awareness of local and strategic issues. Influences groups and external organisations over a range of issues. Actively uses the principles of HRA when exercising police powers and professional judgement.

Level 6

Actively promotes and delivers successful options to substantial operational or business issues. Initiates action intended to improve working practices and environment, which sustain or increase productivity. Effectively delegates work making good use of colleagues' abilities and skills. Proactively projects being a role model for the MDP. Regularly monitors ways of improving quality of service given to customers and junior officers. Implements or suggests corrective action where it is necessary. Effectively resolves complaints and grievances to satisfy the needs of both the complainant and the Agency. Effectively deals with diversity issues. Proactively uses the principles of HRA when exercising police powers and professional judgement.

Level 7

Able to cope with multiple, complex and strategic issues. Capable of changing pace and direction of work to accommodate and deal with unforeseen events without losing sight of longer term objectives. Actively promotes an efficient and supportive working environment. Achieves Agency's objectives and Key Targets whilst generating enthusiasm and ownership. Initiates and develops working relationships with Head of Establishment and Commanding Officer to resolve issues of local or strategic importance. Highly aware and proactive in addressing issues relating to diversity. Politically astute, demonstrates insight with regards to key people and processes. Embraces the principles of HRA and proactively uses them when exercising police powers and professional judgement.

2. COMMUNICATION – *Superintendent/Ch Supt*

Level 1

Does not always speak clearly. Little use made of questioning and probing techniques to support communication. Is uncomfortable when communicating in the public arena. Does not pitch delivery at the correct level. Further clarification needed of information gained. Written communications are over complicated, not reader friendly and omit salient points.

Level 2

Speaks clearly some of the time. Needs to develop the use of effective questioning and listening techniques. Is capable of putting forward reasonable arguments but these may lack depth. Approachability comes second to discipline, causing some mistrust. Written communications are generally legible and concise but not always easy to comprehend.

Level 3

Generally has the ability to communicate clearly and concisely. Sometimes demonstrates the political sensitivity and liaison skills to project a positive image of the MDP. Occasionally demonstrates effective listening skills. Tends to support opinion that is not based on evidence. Demonstrates an occasional inability to influence others, both individually and in the more formal environment when chairing meetings. Sometimes able to produce quality reports.

Level 4

Speaks with authority in a clear, calm voice. Recognises the need of the listener, pitches delivery accordingly and easily establishes dialogue. Friendly and approachable whilst maintaining discipline and respect. Explicit and frank when appropriate but able to be diplomatic in sensitive situations. Has the ability to inspire confidence and enthusiasm. Consistently submits high quality, well presented comprehensive written documents. Structures text in a logical manner, enabling the reader to easily comprehend it's meaning, for example, within reports and letters.

Level 5

Is able to establish and promote discussion on the intention behind a speaker's immediate message. Effectively controls meetings and is able to influence the direction of discussion and the direction of the decision making process. Effective presentation of reports, making good use of figures and groups to support text where appropriate. Effectively summarises salient points. Constructs original correspondence to a high standard.

Level 6

Confident and effective when expressing complex issues or ideas to groups at all levels within the Force. Effectively represents and promotes the views of the OCU/Department/Station at normal meetings inside and outside the organisation. Demonstrates the ability to identify and utilise effective written presentation techniques in order to submit reports of a complex nature. Makes written recommendations on working practices and policy. Undertakes research and

consultation work as appropriate.

Level 7

Speaks with impact. Utilises pace, tone, bearing and choice of words to assert views. This is done in formal or informal settings both inside and outside the Force. Effectively commands and directs major or operational strategic briefings. Demonstrates an excellent command of written skills. Produces reports, which incorporate comprehensive examination of all relevant issues. Significantly contributes to the shaping and implementing of operation and strategic policy.

3. SELF MOTIVATION - *Superintendent/Ch Supt*

Level 1

Requires constant encouragement to ensure work is carried out on time and to the required standard. Demonstrates little interest in the job or commitment to the MDP. Shows reluctance to accept change and fails to read the relevant information to keep abreast of current activity in the MDP and other organisations.

Level 2

Has a tendency to give up when faced with setbacks. Does not keep her/his professional knowledge up to date resulting in constant referrals to colleagues and ACPO officers. Some commitment shown to the MDP. This may sometimes appear apathetic. Rarely displays motivation or inspires it in others.

Level 3

Mostly reliable completing routine tasks on time. May benefit from a more structured approach when dealing with tasks that are out of the ordinary. Makes an attempt to keep abreast of current activity within the MDP and other organisations. May have a tendency to jump to conclusions without knowing all the facts. Is seen, on occasions, to show enthusiasm for tasks undertaken.

Level 4

Keen, enthusiastic and committed. Ensures staff are proactive in generating quality projects. Expresses an interest in subjects beyond the current role. Receptive to change. Keeps abreast of current legislation and regulations relating to the MDP and the external environment.

Level 5

Regularly seeks opportunity to increase personal skills, and accepts responsibility for self-development, providing encouragement for others to follow the example set. Displays a high quality of time management skills. Is flexible and adapts well to change. Shows good commitment to tasks and objectives. Difficulties are overcome with perseverance.

Level 6

Maintains very high standards, and proactively achieves personal goals. Embraces change, recognising and seizing opportunities. Is aware of the need to change and is prepared to do so. Connects information and ideas to aims and objectives. Seeks to environmentally scan, to identify best practice with a view to implementing within the MDP.

Level 7

Makes a substantial contribution to Force aims and objectives by seeking new challenges. Shows a well-developed sense of timing, seizing the initiative when appropriate to achieve the best results. Promotes change and challenges established methods to improve performance. Proactively seeks to heighten their own performance to achieve potential for the ACPO rank.

4. DECISION MAKING - *Superintendent/Ch Supt*

Level 1

Often fails to take the appropriate course of action or fails to select the most appropriate for the circumstances. Bases routine decisions on precedence or procedure. Seeks guidance of peers and junior officers when dealing with more complex issues. Fails to check information for accuracy.

Level 2

Does not assess situations when drawing logical conclusions from information available. Can use poor judgement to identify what is considered the best option. Rarely takes the appropriate action to enable the task to be completed within agreed timescales. Fails to remain calm under pressure.

Level 3

Sometimes assesses the situation and considers the effect her/his decision may have on it. Is consistent in approach except whilst under pressure. Attempts to remain impartial when considering alternatives. During problem solving, sometimes identifies important issues and will undertake some research to arrive at a logical conclusion. Does not always utilise previous experience.

Level 4

Displays foresight and makes realistic decisions having considered the strengths and weaknesses of available options and the possible long-term consequences of the solution. Willing to listen to the contributions of others but prepared to take the final decision assuming full responsibility and accountability for that decision. Is consistent in approach even whilst under pressure.

Level 5

Defines and declares key criteria. Gives due consideration to competing priorities and available resources. Demonstrates an in depth understanding of resource and performance management issues. Thinks through issues and shows, through personal working practices, a concern for quality and best value. Identifies and implements better working practices and procedures.

Level 6

Has the ability to translate ideas into viable well-researched proposals. Influences and implements change effectively, creating continuous improvement. Makes complex decisions in high-risk operational situations with high quality results. Takes responsibility and accountability for the decisions of others working under their direction. Regularly reviews progress and amend decisions to take account of change.

Level 7

Comfortable making high-risk strategic decisions which commit extensive resources to a particular course of action. Considers short and long term implications, and where appropriate, consults widely. Recognises and gives appropriate consideration to risks involved. Provides direction and retains focus in defining desired outcomes, by making explicit reference to corporate and local policing plans.

5. CREATIVITY AND INNOVATION - *Superintendent/Ch Supt*

Level 1

Reluctant to change working practices. Excessive reliance on routine precedent, procedure and resources. Uses own initiative to resolve issues at basic level, referring more complex issues to ACPO officers. Shows an unwillingness to adapt and implement new working practices. Resists change and may display a rigid outlook.

Level 2

Occasionally demonstrates initiative but not always able to see alternatives to set procedures. Sometimes displays a lack of judgement and sound awareness. Generally open-minded. The influence on people and situations is not always positive. Ineffective use of resources results in issues and incidents remaining unsolved.

Level 3

Occasionally looks for improvement in procedures and makes the appropriate recommendations. Sometimes recognises and transfers practical ideas seen elsewhere, resulting in local and Force improvements. Tends to support and enhances the implementation of new working practices. Makes effort to seek solutions to problems. Attempts to produce plans for the implementation of new ideas.

Level 4

Identifies activities requiring updating. Generates original ideas, and develops working solutions for implementation, to enable colleagues and junior police staff members to share and build upon ideas which advance specific issues and improve the quality of service provided. Initiates the exploration of alternatives.

Level 5

Demonstrates the ability to address problems from various perspectives, producing successful initiatives, which depart from conventional and traditional thinking. Shows innovation and lateral thinking in response to problems. Identifies opportunities for using technology to improve performance and understand the managing of information.

Level 6

Demonstrates a detailed knowledge and an in depth understanding of the principles of performance management. Displays vision in respect of the exploitation of information and intelligence systems, which use technical solutions to enhance performance. Is able to adapt ideas from other organisations, expand them and make them workable within the Agency.

Level 7

Applies lateral thinking to develop radical ideas and approaches, which make a major contribution to policing. Promotes an organisational culture, which recognises and values new ideas and outstanding achievements. Able to think conceptually in dealing with complex, abstract and theoretical issues to arrive at conclusions and solutions. Is able to translate personal vision into best value practice.

6. LEADERSHIP - *Superintendent/Ch Supt*

Level 1

Presentation of views are quite often confrontational and lacking logical support. May not give clear messages to others. Is therefore likely to fail to reach agreement to pursue a set course of action or to resolve issues. Tends to give advice based on personal values. Reluctant to seek the views of others before taking a course of action. Finds it difficult to gain support of colleagues and junior police staff members to achieve given tasks. May have a tendency to instil a lack of enthusiasm in others.

Level 2

Generally enthusiastic and committed. Invites and considers views of others but could do this on a more regular basis. Reaches agreement to pursue a course of action, which commits an appropriate level of resources and achieves the desired result. May lack a little confidence when dealing with situations and incidents. Sometimes takes a negative approach to leadership issues.

Level 3

Sometimes adopts a positive style, issuing directions, challenging poor work and inappropriate conduct, recognising and acknowledging good work. Attempts to use the PDR system to motivate staff and encourage others to make positive contributions. Invites and considers views of others but could do this on a more regular basis. Occasionally sets team objectives and initiates Local Policing Plan performance indicators. Seldom demonstrates personal commitment by allocation of her/his time and presence.

Level 4

Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys vision and conviction in proposing strategic direction at all levels. Demonstrates a breadth and clarity of vision based on a detailed understanding of the implications of current and future issues. Anticipates and overcomes the concerns of others in a persuasive manner.

Level 5

Confidently manages more varied and complex issues, producing positive ideas and direction for the OCU/Department/Station. When appropriate, demonstrates the leadership qualities and the composure to achieve a successful result in difficult circumstances or in the face of conflict. Confident and takes charge of situations when dealing with staff or the public at significant incidents or gatherings.

Level 6

Demonstrates the ability to define and reinforce a consistent line in complex and protracted negotiations both inside and outside the Force. Consults Head of Establishment, Commanding Officer and other key people in advance and prepares a case, which takes into account their concerns and needs. Significantly impacts on the development of policy, procedure and strategy. Able to successfully cascade OCU/Department/Station Policing Plans to the next level of management.

Level 7

Demonstrates the ability to gain staff commitment and enthusiasm for achieving OCU/Department/Station Policing Plans, and proactively oversees the outcome of the annual Performance and Development Review for staff. Negotiates a common resolution to disparate points of view by promoting open discussion. Readily conveys vision and conviction in proposing strategic direction at all levels. Demonstrates a breadth and clarity of vision based on a detailed understanding of the implications of current and future issues.

7. MANAGING AND DEVELOPING STAFF - *Superintendent/Ch Supt*

Level 1

Is not aware of personal strengths and development needs against current and anticipated work requirements. Displays reluctance to agree PDR priorities with line manager. Does not take responsibility for reviewing progress, relying on the line manager.

Level 2

Rarely accepts responsibility for self-development. Sometimes sets attainable personal targets. Does not strategically review staff's performance or retain SI of progress. Does not always deal constructively with feedback. Recognises opportunities to enhance personal skills in line with Force's needs but does not always take them.

Level 3

Occasionally, provides professional and emotional reassurance and support. Makes an attempt to encourage, recognise and praise good work and ideas. Sometimes is able to explain the benefits and consequences of achieving (or failing to achieve) all agreed policing priorities. Tries to contribute to planning of future events. On occasions discusses individual strengths and weaknesses openly and provides constructive feedback.

Level 4

Readily assists in the development of colleagues by sharing or demonstrating specialist expertise. Regularly evaluates methods of work and staff effectiveness. As line manager, actively gathers and records SIs on the competency levels of skills demonstrated by persons for whom they have specific responsibility. Consistent and objective in the assessment of others and uses SIs, effectively. Gives recognition to good and poor work, initiating corrective action. Plans and schedules, commitment and workloads in line with anticipated demands. Appropriately interprets and drives the Force policy.

Level 5

Monitors and retains relevant performance indicators. Shows the ability to correctly interpret and act upon information. Actively encourages personal monitoring and self-development. Discusses and agrees individual development plans and ensures that steps are taken to implement them in full. Maintains an overview of the skills of staff. Priorities are determined giving consideration to the achievement of Local Policing Plans and Force Key Targets.

Level 6

Achieves effective relationships with Defence Police Federation when required. Assesses the need for skills development in relation to agreed policing priorities, competency levels and targets set in line with local and corporate plans. Seeks to retain a balance of skills and abilities within specialist teams. Shows an awareness of team members' personal intentions and participates in the identification of individuals aptitudes and the development of their skills. Effectively evaluates training and

development.

Level 7

Carries responsibility for personnel planning for a significant number of staff. Shows a thorough understanding of individuals' roles and responsibilities. Effectively utilises individuals' skills and maintains a strategic overview of the PDR system. Plans and/or commissions structured development programmes and ensures evaluation. Promotes a learning and achievement culture. Contributes significantly to the development and implementation of local/corporate policy and achievements of the Force Key Targets.

8. OPERATIONAL PLANNING - *Superintendent/Ch Supt*

Level 1

Fails to consult others about operational objectives. Displays an unstructured and muddled approach to operational planning. Plans produced use excessive amounts of resources.

Level 2

Leaves planning to the last minute thus creating a crisis operational management approach. Makes an attempt to communicate operational priorities/objectives but this may lack clarity.

Level 3

Makes some attempt to plan ahead and prioritise. On occasions communicates operational requirements and objectives. May have a tendency to take planning decisions which are inappropriate to the rank/role/level. Has some understanding of the need and importance of monitoring of MIR.

Level 4

Determines, prioritises and records operational requirements effectively. Considers resource availability and reviews progress against operational objectives. Does consult others and willing to take advice. Monitors and manages operational performances through MIR.

Level 5

Anticipates/reappraises plans to meet changing circumstances as an operation unfolds. Makes good use of resources through appropriate deployment. Always allows time where appropriate for consultation to minimise costly mistakes. Enhances OCU/Department/Station's performance through positive impact on MIR indicators.

Level 6

Able to consider issues from all angles. Willing to take appropriate advice from specialists and other informed sources. Considers resource availability, planning to optimum cost. Progress is measured against operational objectives. Proactively seeks to continuously enhance OCU/Department/Station's performance through effective management of MIR indicators.

Level 7

Demonstrates an outstanding ability to consider issues from an organisational viewpoint. Plans involve an excellent use of available resources. Is willing to take on board and action feedback from debrief etc. Uses principle of Best Value to enhance OCU/Department/Station's MIR indicators.

9. STRATEGIC PLANNING - *Superintendent/Ch Supt*

Level 1

Focus is exclusively on short-term gains. Is not successful in actioning strategy. Displays a poor understanding of the broader policing issues. Lacks vision and foresight.

Level 2

Prioritises inappropriately in view of corporate and local policing plans. Is not consistent in actioning strategy. Conducts illogical appraisals of available options. Short-term gains are not always balanced against longer-term objectives.

Level 3

Displays some vision and foresight about the future. Plans sometime lack information on political/defence community issues. Doesn't always understand how broader policing environment affects strategy. On some occasions is capable of planning for different scenarios.

Level 4

Understands how major issues affect the future of the MDP. Prioritises appropriately in the light of corporate and local policing plans. Is able to turn strategy into action with plans covering costs, staffing and resource requirements.

Level 5

Is able to balance effectively, short-term gains against longer-term objectives. Always plans using information on political/defence community issues. Distributes and publicises strategic plans.

Level 6

Consistently shows vision and foresight about the future. Is able to generate different opinions, identifying strengths, weaknesses, opportunities and threats using Best Value principles. Consistently plans for different scenarios, thinking of key probing questions.

Level 7

Shows exceptional vision and foresight about the future of the MDP. Consistently turns high-level strategy into action with plans covering all aspects of costs, staffing and resource requirements thus achieving best value.

3. SELF-LEARNING PACKAGE

Performance and Development Review (PDR)

Your Training Package
(45 minutes)

AIMS

To give you a good understanding of the PDR appraisal system and the correct procedures to be followed.

OBJECTIVES

By the end of this training package you will be able to:

1. Explain the purpose of PDR
2. Describe the benefits of the PDR system
3. Describe the core policing skills
4. Explain how the competency levels were created
5. Explain the importance of Supporting Information (SI)
6. Explain how to use the 5 steps of the PDR process

Introduction

The most important and expensive commodity within the police service is its human resource. Officers bring with them into the police service many differing skills and attributes. These must be used to the best possible effect to ensure that all officers derive a sense of achievement from their work and that the Force benefits from the commitment of their skills towards the attainment of its goals. To achieve this, the attributes and skills of each individual officer must be identified, and recorded, with action taken wherever possible to meet training and career development needs. Any large organisation that values its staff and has a culture that encourages good performance will have a staff appraisal system.

Aim of the MDP Performance and Development Review (PDR) appraisal system

The title "Performance and Development Review" is designed to focus on the performance improvement, skills development, and the process of performance management, as opposed to an annual ritual of appraisal. The aim of the MDP PDR system is to:

"Improve the Force performance through focused effort of individuals' and the delivery of a meaningful performance appraisal. The MDP's overall achievements are the accumulation of individual officers' performance."

CCMDP statement

"I recognise the value of quality staff assessments and their importance to your personal and professional development and advancement. As an ongoing part of the Investors in People process, it is vital therefore, that you have the best appraisal system the Force is able to develop. I look forward to the successful implementation of the PDR process, and for you to embrace the change in the appraisal system, taking a lead in managing your own performance."

The PDR appraisal system is based on

- *Simplicity*
- *Acceptability*
- *Fairness*
- *Developmental approach*
- *Link with local policing plans*

What do you want from PDR?

If you were to design an appraisal system, what are the characteristics you consider vital in order to be successful? Write them down here.

During the initial survey of the PDR process, a similar question was asked via a questionnaire.

(Please see page 14 for the survey's response)

What do you want from PDR?

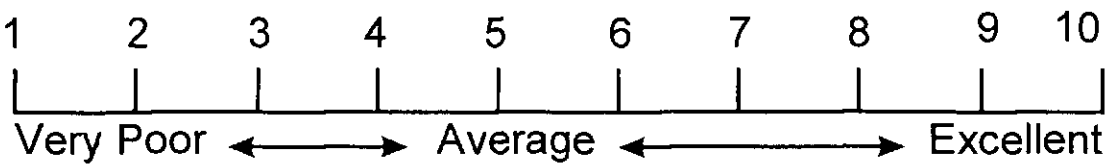
What are the characteristics you believe should not feature in an appraisal system if it is to be successful? Write them down here.

During the initial survey of the PDR process, a similar question was asked via a questionnaire.

(Please see page 14 for the survey's response)

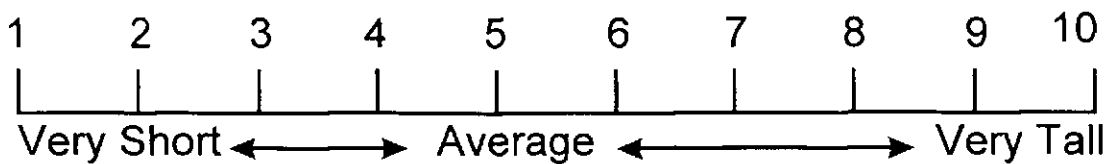
How am I doing?

How do you rate your ability to do your job? Give yourself a score between 1 and 10 on the following table.



Now answer the following question.

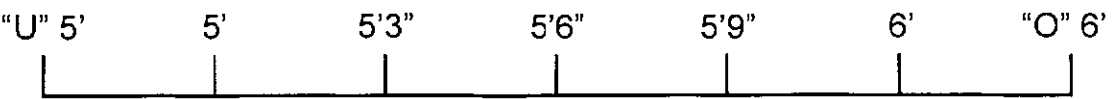
How tall are you? Again, give yourself a score between 1 and 10 on the following table.



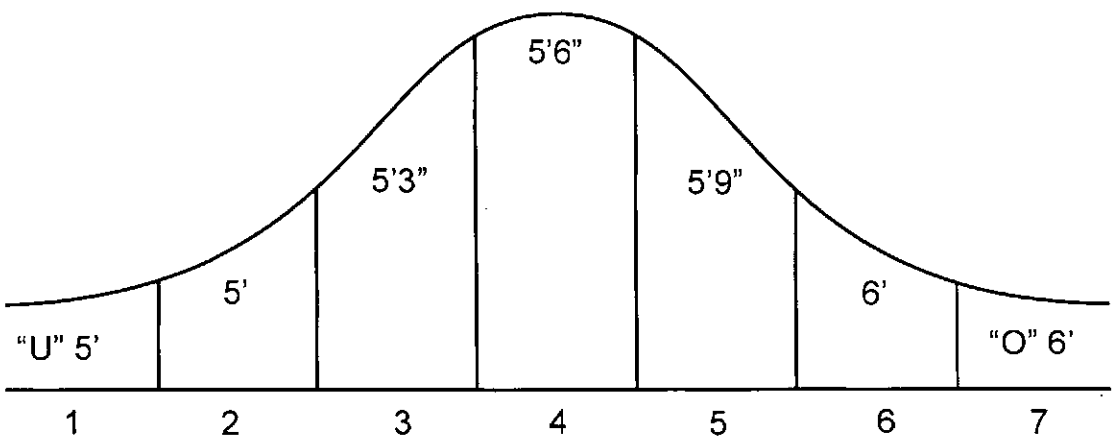
What you scored yourself on the second question would depend on the *criteria* you used.

Some of you will have compared yourself to the general population, some may have compared themselves to colleagues or other police officers, whilst most will have compared themselves only to members of their gender. So the result of this survey will be distorted, unreliable, and not valid because, in effect an elastic tape measure has been used.

So if the question was asked again, using an effective measurement tool how would you score now?



The outcome of a survey carried out on this basis would be reliable and a graph illustrating the results would look something like this:



This is called a "normal distribution curve" because by definition the majority of people will be around grade 3, 4 and 5 with fewer people at either extreme. Police performance is more complex and therefore can be subjective if an effective measurement tool is not used to measure that performance.

Now go back to the original question.

How do you rate your ability to do your job?

The chances are that you gave yourself a score over 5. This is because it is natural not to believe or admit we are below average at something. It is mathematically impossible for everyone to be above average.

MDP PDR aims to make the appraisal system as objective as possible by using competency levels for core policing skills. PDR recognizes that you can't use the same criteria for assessing police officers who are of different rank and in a different role. For this reason, competency levels underpinned with the normal distribution curve have been created for every police rank within our Force.

Who created the core policing skills and the competency levels?

Core Policing Skills

This was the work undertaken by the Home Office in 1995. After extensive research based at the Police Staff College Bramshill, Home Office circular 43/1996 identified 9 core-policing skills. These are:

1. Professional and Ethical Standards
2. Communication
3. Self-motivation
4. Decision making
5. Creativity and Innovation
6. Leadership
7. Managing and Developing staff
8. Operational Planning
9. Strategic Planning

For our Force, Skills - 1 to 5 will apply to Constables, 1 - 8 to Sergeants and 1 - 9 to Inspectors and above.

Competency Levels

The competency levels were also part of the HO research where 2 levels were initially created. Kent Police then worked on the levels, where they used an external organization at a cost of £250,000 and designed competency levels for their officers' role and rank. These levels were subsequently purchased by the Humberside Police. MDP obtained the copyright from the Humberside Police in January 1999. Thereafter, these competency levels have been contextualised to our Force's needs through an external source from Gloucestershire Police. In addition, the competency levels have been extensively tested internally through the PDR pilot phase, Defence Police Federation, Career Development Department and by Superintendent Manghnani HO National Police Training evaluator.

So what do these levels of competency represent?

Earlier we had seen the pitfalls of subjectivity. In order to avoid the problem, competency levels have been written for every police rank. All competency levels are made available for every one to see, so it is an open process and everybody knows the benchmark against which they will be measured. The main theme of PDR is objectivity, so the currency it deals in is evidence or Supporting Information (SI) and not on assertions or opinion. Examples can be sighted in the Manual of Guidance.

Where does Supporting Information come from?

SIs may originate from a variety of sources but will be predominately generated by you and your 1st Reporting Officer. In addition, peers, subject to your consent, may also record on SIs. You will be required to work through your action plan demonstrating the PDR core policing skills, which relate to your rank. SI is only about doing what you are expected and agreed to do. However SIs should be quality based as opposed to quantity.

How much Supporting Information is required?

The simple answer is sufficient to convince your 1st Reporting Officer that your performance is not one off but is characteristic. For example, in our judiciary system, a case would only be proved if there was sufficient admissible evidence. You cannot convict some one by standing up in the court and saying;

"That person is a thief"

Nevertheless, you can convict someone by providing evidence of their actions and behaviour and convincing the court that it amounted to theft. Follow the same principle when demonstrating your performance and collecting your SIs.

How does the PDR system work in Practice?

Five steps of the PDR model

- STEP 1. What is to be done (local policing plan and priorities)?
- STEP 2. How do we know it is being done (action plan)?
- STEP 3. How do we do it (core policing skills)?
- STEP 4. How well we do it (competency levels)?
- STEP 5. How can we do it better (developmental plan)?

STEP 1 - What is to be done

On Form 273A (1.1) write down one priority for yourself. Blank Forms are available on the disk. Now check to see whether your priority was:

- Clearly devolved from the Force Policies
- Force Key targets
- Force and Station MIR performance targets
- OCU Plans Local Policing Plan and/or Job Profile
- Forward looking
- Specific and unambiguous
- Capable of being reviewed
- Written in action terms
- Not addressing personal development

If not then try again. The purpose of the priorities is for you to clearly understand what is expected of you in your current role, and areas of performance that will be appraised during the review period. Your priorities must be agreed with the 1st Reporting Officer.

STEP 2 - How do we know it is being done

Use Form 273A (1.2) and write an Action Plan on your priority. Check whether your action plan demonstrates to you and your 1st Reporting Officer how you are going to carry out your agreed priorities. Does it meet the SMART principle for action planning?

STEP 3 - How do we do it (Form 273E)

You will work through the action plan demonstrating the PDR core policing skills, which relate to your rank. These will be recorded on the SI Proformas.

STEP 4 - How well we do it - using competency levels

You will self-grade your performance on each SI using the specific 1-7 competency levels provided for the core policing skills for your rank. The grades should also be checked using the normal distribution curve. Your 1st Reporting Officer will check the validity and competency levels of the SIs submitted and endorse them with their comments and competency level.

STEP 5 - How can we do it better - Developmental plan Form 273D

During the interim review period and at the end of the review period, you will get the opportunity to discuss any performance which requires further development in terms of your core policing skills. However, you should be aware that any development related to performance should be discussed and addressed with your 1st Reporting Officer at the time they arise and not left for the interviews.

This concludes the training package. Please ensure that you have read the Manual of Guidance in conjunction with this training package. If there are any questions, please speak to your OCU PDR support officer who will no doubt respond to you with an effective answer. We hope you have enjoyed completing it and have found it useful.

Good luck with your first PDR!

Responses of your colleagues obtained during the initial questionnaire survey

If you were to design an appraisal system, what are the characteristics you consider vital in order to be successful? Write them down here.

Honesty
Fairness
Evidenced
Openness
Objectivity
Simplicity
Rewarding
Consistency

What are the characteristics you believe should not feature in an appraisal system if it is to be successful? Write them down here.

Bureaucracy
Subjectivity
Secrecy
Power based
Inconsistency
Favouritism
Pointlessness